"SCHOOL HELPS" SERIES

Phonics, Vocal Expression and Spelling

BY

MISS R. M. CHURCH

MISS A. A. HARDING

PRICE 30 CENTS

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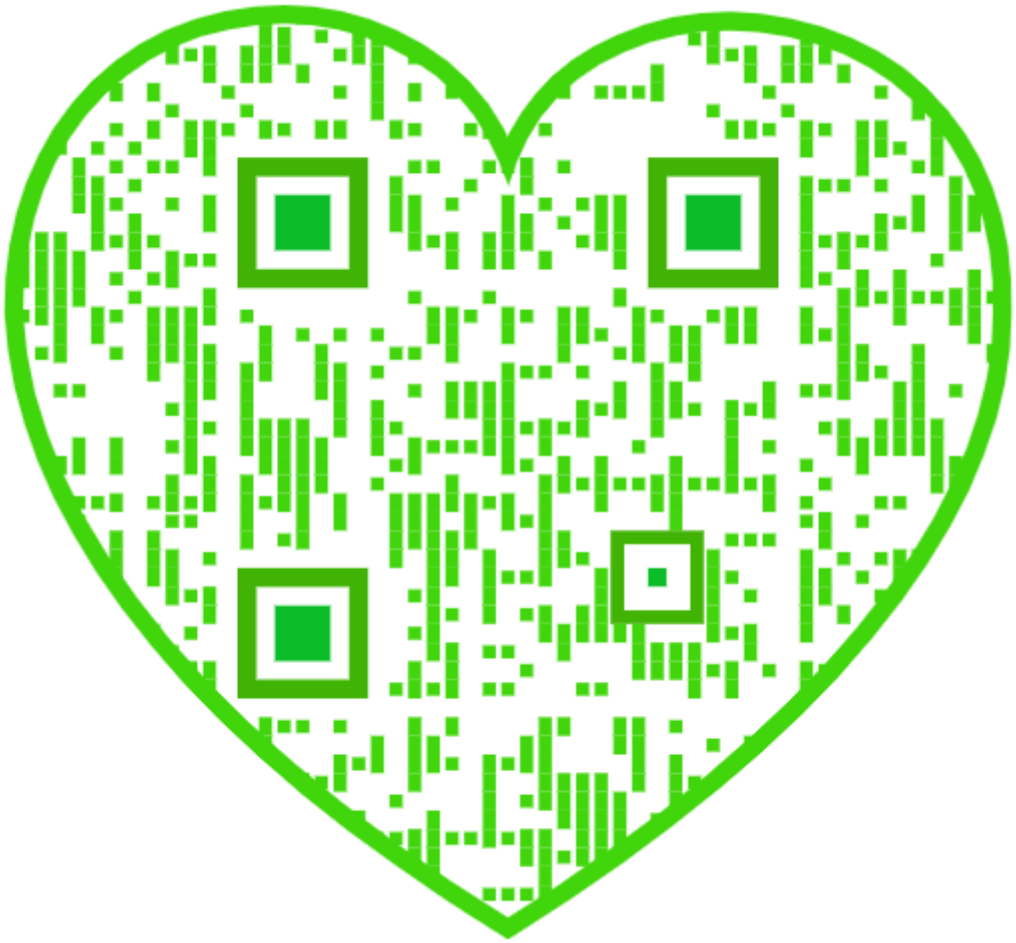
TORONTO, 1906.



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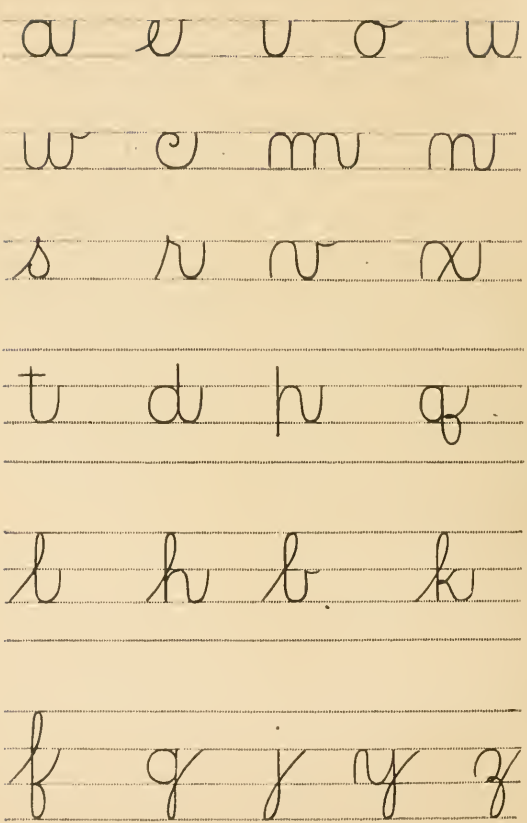
PREFACE.

True teaching in any subject implies the development of self-activity in the pupils. There is no progress which can be termed real, unless the mind creates its own power to think. The spontaneous attention and lively interest which a child takes in things before it goes to school produces necessarily a marvellous symmetrical growth in its nature. When it enters school it is often placed in conditions which are unfavorable to its development.

To Froebel, who was able to reduce Kindergarten principles to practice, is due the inspiration which possesses the minds of true teachers as they endeavor to create an environment which will relate the child's experiences and will make known its power. Teaching, which is able to lead to creative self-activity of the mind, must be right.

Form and Sound.



PHONIC READING.

CHAPTER I.

Introductory.

In the preface the standpoint from which this book has been written is indicated, viz., the preparation of all the conditions necessary to determine the powers of the pupil, to minister to its growth and to invest all teaching with interest.

All the higher processes of thought depend on the accuracy of the concepts which have been received through the senses. All teaching, to be true, must connect words with things and with action. Children are interested in life, in action, not in mere names. This should be our fundamental insight in the study of child nature.

Exercises have been given specifically to develop the vocal organization ; to secure distinct and correct articulation ; to enable pupils to give all sounds of the language with ease and accuracy ; to train the power of thought-getting and its culmination in expressive reading.

CHAPTER II.

Reasons why the Phonic method should stand pre-eminently as the system of teaching the recognition of new words :

Any new word, no matter what the system of teaching has been, is recognized by the powers of the letters not by their names, there being no connection between power and name.

In all teaching, the practice of thinking must be the constant aim. How can the reasoning powers be strengthened if the mind be not allowed to work ? This method which holds as its primary principle independent thinking on the part of the pupil, must commend itself. The pupil uses the sounds of the letters and pronounces new words without the aid of the teacher.

When the Phonic method is understood intelligently, it is an aid to correct spelling, because it implies a thorough classification of the powers, uses and relationships of letters.

The Phonic system, we claim, embraces the foregoing principles, and, therefore, must enlarge the mental processes, for it is necessarily a comparison of ideas with one another.

CHAPTER III.

In *form* "i" may represent a little child wearing a tam ;
"o", a little girl with her hair tied on the top of her head with a nice ribbon ;
"u", two tents ;
"w", two tents with a flag flying ;
"c", a fly caught in a spider's web ;
"m", three soldiers marching, carrying a flag ;
"n", two soldiers marching, carrying a flag ;
"x", two boys carrying a log of wood ;
"k", a soldier whose back had been broken ;
"f", a train of cars Of course the cars must be on the same track as the engine, hence lower loop must be turned to right ;
"g", a chorister in surplice.

In *sound* "m" is humming
"s" talks like a goose or a snake ;
"r" is like frogs at night, or like the angry dog growling ;
"f" talks like a gentle summer wind ;
"v" talks like a strong wind ;
"h" is like a boy out of breath ;
"p" is like an old man smoking his pipe, or it is the sound made when trying to blow a tiny piece of paper from the hand.
"z" talks like a lot of busy, buzzing bees.

The foregoing suggestions have dealt with a few of the letters with regard to *form* and to *sound*. Every teacher will originate stories of her own which will simplify the work and keep warm the natural interest of the little ones. In sounding the letters it is necessary to tell the pupils just the exact position of the vocal organs in order to prevent, for example, the incorrect sound of "bu" for "b", and "du" for "d".

CHAPTER IV.

First Lessons.

(1) Letters "m" and "a";
(2) Letter "t";
(3) Letter "s".

On the very first day we begin our reading by teaching the letters "m" and "a". The short sounds of the vowels are first taught.

Distinguish the vowels and consonants in some pleasing and interesting way, *e. g.*, "a" is the "Brownie" letter, "m" is the "soldier" letter.

Teach first the *form* of the letters; second the *sound* of the letters.

Introduction.—Class on the floor, with slate and pencil, before the blackboard. Teacher says, "Of course all my little boys and girls can talk. Would you like me to show you a picture of something else that can talk?" Now, write the letter "a" in bold, round form on the board. Tell them this little "Brownie" letter can talk. Ask them to make a picture of the letter. Help them in its formation by calling it a great big snowball, with a little boy sitting up against it; or an apple, with a stem, etc.

Next introduce the *sound*.

"Would you like to know what this little 'Brownie' says when it talks?" Give *sound*.

N. B.—Be sure that pupils open the mouth and give a full, clear vocalization.

Drill on the *form*, also the *sound*, of this letter.

m

Next introduce the "soldier" letter "m".

Impress first its form (little dog run over, one leg broken);

Second its sound (humming).

Drill—Pupils first make the letter;
Second give its sound.

Next Step.

Combination of sounds for the formation of words :

Sounds taught : "m", "a".

1. Let the children give the sounds of the letters as promptly as the teacher indicates.
2. Keep the letters apart; drill on the sounds till all are thoroughly familiar with them.
3. Let the letters join hands—thus: *ma, ma, ma.* What do they say? Let the sounds be given quickly; children soon recognizing a word that means so much, for by extending it to "mama" they have discovered the name that is so dear to them.

Words to be taught from these two letters :

ma,
am,
mamma.

It is unnecessary to give the names of these letters—they will be learned incidentally.

Script is used from the beginning; the transition from script to print is made with but little difficulty.

Letter "t."

1. Form (little boy with a gun over his shoulder).

2. Sound (teeth help this little fellow to talk).

As before, make letter on blackboard and have children copy it on slates Give sound. *Drill* to associate sound and symbol. Make letter; ask pupils to give *sound*, make *sound*; ask pupils for corresponding letter.

New Words. (Old ones reviewed).

at, ma, mama.

at, mat, tam, tat, tata.

Let pupils read these words from blackboard ; let them make them on their slates at the teacher's dictation, thus giving pupils constant practice on *eye* and *ear* exercises.

Letter "s."

In introducing a new letter, *e. g.*, "s," it is well to let the child feel his want of new knowledge. Ask children how many have ever heard of a little boy called *Sam.* Have them say his name slowly, thus, S—a—m

Ask them to write it on their slates. They at once recognize that they have no sign to represent that hissing sound.

Write the letter on the board. (Help them in its formation by comparing it to a little bird in the nest). Then give the sound.

New Words.

Sam,
sat,
mast,
mats.

Sentence on preceding sounds :—Sam sat at a mat.

N.B.—The teacher will form her own list of words and sentences as she prepares her work for each reading lesson. It is well to have a book in which these words and sentences are placed, so that there will be no delay in presenting the lessons in a concise and interesting manner.

CHAPTER V.

Letters in the Order of Presentation.

A systematic plan of presenting the letters is especially essential in "phonics", and the following has been found to work satisfactorily :

a.

m. ma, am, mamma.

t. ta-ta, mat, at, tam.

s. Sam, sat, mats, mast.

Sentence—Sam sat at a mat.

p. pa, papa, map, past,
tap, maps,
sap, taps,
pat, stamp,
stamps.

Sentence—Sam pats papa.

e. met, pets, step,
set, sets, steps,
pet, stem, pest.

Sentence—Pat met Sam.

c. cat, cap, cast, cats, camp, camps.

Sentence—Papa met Pat's pet cat.

h. ham,
hat,
ha-ha,
hast.

Sentence—Sam has a hat.

r. ram, rat, rats, rap, raps, trap, traps, cress, press, rasp, rest, cramp, tramp, crest.

Sentence—A rat sat at a trap.

l. lap, last, help,
let, clap, lamp,
lets, slap, lamps,
sell, less, slept,
melt, tell, spell,
pell-mell, camel, smell.

Sentences—Let Pat's cat past Sam.
Pat helps Sam.

d. mad, led, dress,
sad, ted,
pad, red,
had, sled,
add, held,
lad, damp.

Sentences—Pat held Sam.
Mamma had a pet cat.
Papa had a red stamp.
A cat smells a rat.
Sam held a lamp.

f. fat, flap, fled,
flat, flaps, fred,
fast, fed, fell.

Sentence—Fred fed a pet cat.

n. an, sand, nap, nest, pen,
man, and, men, tent, den,
tan, hand, ten, sent, hen,
pan, land, send, rent,
can, Canada, end, lent,
ran, lend, stand,
dan, mend, spend,
Ann,
fan.

Sentences—A fat man ran fast.
Sam and Pat sent papa a pen.
Dan can stand.
A hen and a nest.

o. on, pot, loss, plot, lost,
Tom, cot, moss, spot, cost,
hot, toss, trot,
dot, crop,
rot, drop,
lot, stop,
not.

don, doll, cotton, often,
clod, poll, modest, soften,
plod, pond, model, contact,
soft, fond, pedal, contract.

Sentences—Tom has soft moss.
Modest Fan lost a doll.

b. bat, band, bend, bond,
bad, bran, blend, blot,
ban, brand, bled,
bed, bell,
mab, bent,
tab,
cab,
rob,
sob.

Sentences—Mab and Rob had a band.
Tom had a cab.

i. it, din, him, tip, ill,
in, fin, dim, sip, till,
ill, pin, tim, hip, mill,
mit, sin, dimple, dip, will,
sit, tin, simple, rip, pill,

pit,	bin,	ripple,	lips,	fill,
Kit,	listen,	cripple,	nips,	bill,
hit,	linen,	little,		
lit,	insect,	fiddle,		
fit,	instant,	criminal,		
bit,	mitten,	continent,		
	limit.			

Sentences—Tim lost it in a mill.
Will Sam tell him ?

k. kill, milk,
kitten, silk,
kiss.

ck. hack, tack, pocket,
back, sack, fickle,
lack, peck, pickle,
pack, speck, tickle,
rack, pick,
track, stick,
slack, sock,
stack, clock.

Sentences—Tim hit sick Dick.
Sam has tacks in a pocket.

u. us, cut, sup, mud,
sum, hut, cup, bud,
hum, nut, pup, sun,
rum, but, tuck, run,
pump, dull, duck, fun,
stump, gull, luck, tub,
lump, lull, cuff, rub,
bump, null,
plump, button,
plum, conduct,
mutton.

buckle,	musket,	rumble,
hustle,	russet,	tumble,
rustle,	summit,	muscle,
bubble,	muslin,	puddle,
humble,	sudden,	muffle,
mumble,	sullen,	ruffle,

Sentences—Did Dick tumble?
Sam fell in a puddle.
Fred has muscle.

g.	hug,	gum,	get,	gig,	tag,
	pug,	gilt,	gap,	big,	bag,
	dug,	gift,	gad,	pig,	rag,
	rug,	grin,	got,	rig,	lag,
	bug,	grand,	dog,	dig,	nag,
	mug,	graft,	log,	fig,	flag,
	tug,	grist,	hog,	beg,	
		grumble,	bog,	egg,	
		struggle.			

Sentences—Dan and Tim get a grand flag.
Fred will hug a big pug dog.

j, or (g) soft.	jam,		jug,	jep,
	jap,	Japan,	jim,	jet,
	Jack,		jog,	
	John,			
	Jill.			

Sentences—John and Dick can jump a stump.
Jim had grand jam.
Fan has a big jug of milk.

v.	vat,	vend,	live,	have,
	van,	vest,	give,	
	vast,	vent,	lives,	
		advent,	gives.	

Sentences—Jack lives in Canada.
A Jap lives in Japan.

w. web, wend, wick, twins,
wet, wind, twin,
well, will, swim,
went, wilt, swam,
west, swum

Sentences—Will went on deck.
John and Jim swim well.

x. ax, max, ox, vex,
lax, six, fox, next,
tax, mix, box, text,
flax,
wax.

Sentences—Will has six big sticks.
Fan has a wax doll.
Fred will stand up next.

y, with sound of (i) as I.

my,
by,
sty, apply,
cry, comply,
dry, supply,
try,
sly,
fly,
sky,
ply.

Sentences—My dog can run fast.
A big pig is by the sty.
A sly fox can cry.

y, with sound of (ē).

yet, lily, holly,
yes, fifty, funny,

you, sixty, bunny,
twenty, puppy,
seventy, sulky,
sultry.

Sentences—Fan has a funny bunny.
Fred has a little puppy.

z. buzz, fuzz, fizz.

CHAPTER VI.

Word "Games."

1. Let the children form a circle, let them personate the letters.

The teacher may say a certain word or write it on the board and cover with curtain and the pupils come forward who represent the letters.

t

m s

a

f p

d n

This forms a pleasant variety to the work and stimulates the child's interest.

2. Let *one* pupil decide on a certain word, *other* pupils having cards on which are written certain letters, the first pupil mentioned pronounces the word softly, just for the children who are pretending to be letters.

The pupils personating the letters step forward in the order required to form the word. Weakest pupils, who are at the seats till this stage, come forward and whisper the word to the teacher.

This game divides class into three portions :

1st The pupil who decides on the word.
2nd. The bright pupils who are acting as letters.
3rd. The slower pupils who are given the drill in recognizing the new word.

3. Distribute cards on which are written in large letters the names of animals, *e.g.*, dog, cat, duck, etc. Let the children see the card for a moment. At a given signal ask certain pupils to pretend to be the animal repre-

sented. Let them tell a story or talk like the animal they are personating.

4. On cards have written Christian names of children in your class. Of course, the names will include only those on the letters taught. The teacher shows one of these cards and all pupils owning the name "go to sleep," stand up, or do anything else which has previously been decided on.

CHAPTER VII.

Long Sounds.

In a former chapter it was stated that to teach "phonic" properly there must be some definite plan of presenting the letters, and that the short sounds of the vowels are taught first.

The next step is to introduce the *long* sounds of the vowels and show the power or value of silent "e".

Long Sounds—Introduction.

Write the vowels on the board.

a e i o u

Ask children to talk like them as you indicate. What does "a" say? etc. Well, to-day, a, e, i, o, u, are going out walking; they are going to wear large sailor hats:

ā ē ī ō ū

They are so delighted that they talk differently; in fact, they say their own *names*.

Ask the children to repeat the *long* sounds of the letters as you indicate. Then write some of the consonants near by, *e.g.*, b, d, g, h, etc. Let us have the little "Soldiers" and "Brownies" talk together, thus:

bā, bē, bī, bō, bū,
āb, ēb, īb, ōb, ūb, etc.

This is a splendid exercise in articulation, and is very much enjoyed by the children; it can be given to the class, to the boys, then the girls, and *vice versa*, and also individually. Take the other consonants similarly, and give constant practice.

Silent "E"—Its power or value.

Place a list of words on the blackboard :

cap,
tap,
hat,
mat,
Sam,
mad, etc.

Ask the children to pronounce these words.

Now, in a previous lesson they learned that "a" with hat on (ā) says its own name.

Ask, then, how many could make *cap* into *cape*, *tap* into *tape*, etc. In all probability you will get the answer —put a's hat on, or, in other words, mark the vowel long. Then tell them there is a better way. When we put this little "Brownie", "e", at the *end* of these words it does not talk itself at all, but it makes the little "Brownie" letter in the middle of the word say its own name. Add the silent "e" to the above words, they will stand thus :

cap*e*,
tap*e*,
hat*e*,
mat*e*,
sam*e*,
mad*e*.

The children will now pronounce words giving the long sound of the vowel.

Drill.

Dictate words to be written on slates by children, *e.g.*:

tam,	tam*e*,
pan,	pan*e*,
can,	can*e*,
rat,	rat*e*.

Pupils will easily form second column from first after having been taught the power of silent "e".

Sentences.

Tom has a *tame* rabbit.
I can not get the *cape.*
Fred *made* a *cane.*

The other vowels will be dealt with similarly. Extensive lists of words can be prepared where the final "e" has the power of lengthening the medial vowel. The teacher should have a book comprising words and sentences involving every new letter or combination taught. The above are merely suggestive.

Words.

met,	mete,
pin,	pine,
mit,	mite,
not,	note,
cut,	cute.

Sentences.

Dan had a *cute note.*
Fan is a *mite.*

CHAPTER VIII.

Long Sounds.

In teaching the power of silent "e" we do away with the necessity of marking the vowels long, as the use of diacritical marks is confusing to little children.

The next step is teaching the long sounds of the vowels *without* referring to words which contain the *short* sounds, *e.g.*:

age,	*ake,*	*ale,*	*ame,*	*ane,*	*ave,*
cage,	bake,	bale,	came,	lane,	cave,
page,	cake,	dale,	dame,	mane,	gave,
rage,	lake,	gale,	fame,	sane,	pave,
wage,	rake,	hale,	game,		rave,
sage,	make,	male,	lame,		save,
	sake,	pale,	name,		wave,
	take,	sale,			
	wake,	tale,			
		vale.			

aze,	*ase,*	*ade,*	*ace,*
gaze,	base,	fade,	face,
haze,	case,	jade,	lace,
		wade,	mace,
			pace,
			race.

Sounds of "e".

here,
mere.

Sounds of "i".

ice,	bide,	fife,	like,	file,	dime,
dice,	hide,	life,	pike,	mile,	lime,
mice,	ride,	wife,		pile,	time,
nice,	side,			tile,	
rice,	wide,			vile,	
vice.					

dine,	ripe,	dire,	bite,	dive,
fine,	pipe,	fire,	kite,	five,
line,	wipe,	hire,	mite,	hive,
mine,		mire,		
nine,		sire,		
pine,		tire,		
vine,		wire,		
wine.				

Sounds of "o".

mole,	joke,	bone,	bore,
pole,	poke,	cone,	core,
sole,	yoke,	tone,	gore,
		lone,	more,
		zone,	sore,
			wore.

Sounds of "u".

blue,	cube,	June,	cure,	lute,	duke,	mule,
glue,	tube,	tune,	pure,	mute,	Luke.	

Sentences.

Mary can *take* it to *Jane*.
Jim is *lame*.
My *name* is *Kate*.
Joe can *hoe* and *race* in the *lane*.
Tom is *here*.
It is *time* to *dine*.

Five mice hide in a *pine* box.
Ann *wore* a *blue robe.*
Last *June Luke* met a *duke.*

N.B.—Owing to the inconsistency of our language many words will be met with where the silent "e" has not the power of lengthening the vowel sound, *e.g.*:

were,	done,
there,	gone,
have,	move,
give,	love,
live,	above,
	glove, etc.

Refer to the chapter on Spelling, in which the peculiarities of these words will be treated.

CHAPTER IX.

Seat Work in Phonic.

For all classes, and especially for little ones, there should be desk work in almost every subject.

"Seat" work, as this is called, helps the child to acquire knowledge through the senses, keeps him profitably and happily employed, and so brightens school life and enhances its charm. The educational value of this "seat" work can not be over-estimated, but it must be *definite* and given for some *definite purpose*. The personal supervision of the teacher should be given to every individual pupil's work.

Exercises for Phonic Seat Work.

1. Word Building.—Have boxes of letters, let children *build* words according to the knowledge they have acquired.
2. Select a certain word, *e.g.*, *continent*, let them find as many words as possible from this, using first, words of *two* letters, on, in, no, to, it, etc.;
   Second, words of *three* letters, not, cat, tin, ten, etc , and so on. Write these words neatly on the slates.
3. Furnish pictures of objects which are names of words pupils can read. Let them *draw* the object, and *write* its *name* underneath.
4. Distribute cards on which are written words the pupils know. Let them write short stories.
5. Distribute cards on which are written words or short sentences. Let them copy these neatly and when finished read them.
6. Let pupils write all the words that have a certain initial letter, as fat, fan, fast, etc.
7. Write six words ending in "ale".

8. Make as many words as you can from these letters:

m, n, f, l, t, s, p, a, e, i, o, u.

9. Write all the words you can having the sound of "o" saying its own name.
10. Make words by putting letters before "ck".
11. Make words by putting letters before and after "i".
12. Make as many words as you can in which the "Brownie" letters, a, e, i, o, u, say their own names.

CHAPTER X.

Phonic Combinations.

The next step in the teaching of word recognition is the introduction of the "combinations".

By teaching them in "families" they prove more interesting to the children, and for convenience they are presented in the following order :

First Set
1. The "**h**" family.
2. The "**r**" family.
3. The "**ng**" family.
4. The "**nk**" family.

The "**h**" family.

sh,
ch,
th, (breath)
th, (sound)
wh,
gn,
pn,
rh.

To Teach "sh".

Introduction.—What does mother say when baby is asleep and she does not want you to awaken him? (It is quite evident that when a sound can be drawn from the children a good teacher will never *tell* it). Now, would you like to see who say that sound? Just as the little "Brownies" in our last lesson talked differently with their hats on, so also do the "Soldier" letters when walking together.

Here is a picture of the two "Soldiers" who say that nice, quiet sound ———sh———.

Write on slates the letters that say that sound.
What does "sh" say?
What do you like to do in the water? *Splash.*
Give me another name for money. *Cash.*
Give me another name for a store. *Shop.*

Word Exercise on "sh".

For "*eye*" training.

shabby,	shamrock,
shade,	sharply,
shady,	sharpness,
shaft,	shave,
shake,	shekel,
shame,	shelf,
clam-shell,	shellfish,
shipwreck,	shipment.

These words should be recognized rapidly as teacher writes them on blackboard.

Word Exercise on "sh".

For "*ear*" training.

ship,	shall,	shore,	mush,
shop,	shine,	shone,	rush,
shed,	shot,	shipman,	crush,
shell,	shape,	shall,	brush,
cash,	fish,	share,	
rash,	dish,	shake,	
dash,	wish,	shut,	
splash,	blush,	sham,	
British,	bishop,	admonish.	

These words should be dictated by teacher and written by the children. Exercises of this kind for the training of *eye* and *ear* are invaluable; they should be given daily with every letter or combination of letters already taught.

Sentences involving words containing combination "sh".

We have cash.
It is a shame, Sam, to sham so.
Sam can make a tin shine.
A big fish made a dash at a ship.
My dog can splash.
Fan can brush Pat's hat.
Tom has a pig in a shed.
The sunshine is on the shop.
I snuff shop snuff.
I like his penmanship.

Combination "ch".

Introduce this combination similarly to "sh". These two "Soldiers" (ch) talk like the engine when it comes puffing into the station.

Word Exercise on "ch".

For "eye" training.

chant,	chess,	match,
channel,	chest,	satchel,
chaplet,	chestnut,	chit-chat,
chase,	chill,	catch,
chattel,	chilly,	china,
check,	chide,	hatchet,
chicken,	chimney,	chisel.

Word Exercise on "ch".

For "ear" training.

chip,	much,	inch,
chop,	such,	pinch,
chat,	rich,	ranch,
chap,	chin,	branch,
chit,	chapel,	choke,
chum,	chaff,	punch.

Sentences with words in "ch".

Punch and Judy make such fun.
A chapel must have a chimney.
Tom can catch a chipmunk.
Will Sam chase a chicken?
The kitten has a chestnut in the kitchen.
Children like satchels.

Combination "th".

Introduce this combination similarly to the former, teaching first the soft sound.

"th".

These little "Soldiers" are not quite the same height, and they talk very softly and quietly—they just put their tongues between their teeth and speak just like a child who lisps.

Word Exercise on "th" (soft).

"Eye" training.

thrust,	theme,	thread,
thumb,	theory,	
wrath,	thistle,	
blacksmith,	thimble,	
thorax,	breath,	
thought,	death,	
throne,	threaten.	

Word Exercise on th (soft).

"Ear" training.

thin,	bath,
thick,	thump,
pith,	thrive,
with,	theft,
moth,	both,
cloth,	width,
path,	thinly,
lath,	thrill.

Sentences with words in "th" soft.

Will he take a bath?
My thimble is made of gold.
I met Mr. Smith on the path.
He gave me a thick lath.
It is thin cloth.

"th" hard.

Introduce, by saying these two "Soldiers" are not so quiet as they were before. They have been walking on a rough, stony road, and talk quite strongly now, still keeping their tongues between their teeth.

Word Exercise.

For "eye" training.

these, blithe,
those, thine,
bathe, within,
breathe,
there,
scythe.

Word Exercise.

For "ear" training.

them,
then,
this,
that,
than,
thus.

Combination "wh".

Introduction: To obtain this sound show the children that "h" speaks first—that is, the "breathing" sound

comes before the sound of "w" as if the combination were "hw". Give plenty of exercises to train both the eye and ear, *e.g.*:

when,	where,	whelm,
white,	what,	whig,
while,	whittle,	whiff,
whisk,	whine,	whist,
whale,	whiz,	Whitsuntide,
why,	whip,	
which,	whelp.	

Great care must be exercised in the teaching of this combination, so many children having the tendency to omit the sound of "h" in the combination. Special practice should be given daily on all such difficulties where the "h" is neglected or misplaced.

It is simply a breathing effort. When the "h" is omitted where it should be heard, let the pupil take a breath before the word and then *breathe it out.*

If this is done every day we shall not hear the

"wat"—for "what"
"wile"—for "while"
"wine"—for "whine",
etc.

Combination "gh", "ph", "rh".

These combinations gh, ph, might be classed together as to sound, as they both have the sound of "f", *e g.*:

cough,	phil,
tough,	photo,
rough,	philosopher,
enough,	phial,
trough,	phlegm,
laugh,	phrase.

In all other cases the "gh" and "ph" are silent, as

dough,	phthisis,
though,	phthisic,
through,	
sigh,	
nigh,	
high,	
light,	
might,	
delight,	
bright.	

Combination "rh"

In this combination the "h" is always silent.

rhubarb,
rhyme,
rhythm,
rhetoric.

These combinations are irregular and may be left till the children become further advanced, according to the teacher's discretion. They are taken at this stage merely as belonging to the "h" family, and we think it wise not to separate them from the other members of the group. The word Exercises on this set of combinations, however, should be given for eye training.

CHAPTER XI.

The "r" Family.

ar,
er,
ir,
or,
ur.

Introduction.—"R" is the "Soldier" we talked of once before, who is rather cross, and growls when he talks, just like a cross dog: r-r-r-r. But the dear little Brownies, ever quiet and helpful, make him feel better, and help him to talk more gently.

Brownie "a" goes out with "r" on Monday,—ar—.
Brownie "e" goes out with "r" on Tuesday,—er—.
Brownie "i" goes out with "r" on Wednesday,—ir—.
Brownie "o" goes out with "r" on Thursday,—or—.
Brownie "u" goes out with "r" on Friday,—ur—.

ar.

Word Exercises.—For "eye" and "ear".

part,	yarn,	chart,
charm,	darn,	archbishop,
sharp,	tart,	March,
market,	spark,	harm,
party,	army,	farm,
lark,	barn-yard.	

Combinations "er", "ir", "ur".

"er".—("Eye" and "ear" Exercises).

her,
fern,
farmer,

charmer,
term,
herd,
splinter,
carpenter,
faster,
partner,
thunder,
wither,
dinner,
supper,
charter,
September,
October,
November,
December.

"ir".

firm, first,
girl, chirp,
bird, dirty,
third,
thirst,
thirsty,
thirteen,
birth,
mirth,
sir,
stir.

Combination "or".

for, fork,
form, morn,
forty, north,
corn, oracle,

born, orb,
storm, orbit,
forlorn, orchard,
former, orchestra,
shorn, organ,
horse, organist.

"ur".

fur,	burst,	turtle,
curl,	further,	turnstile,
curly,	church,	burnish,
turn,	urn,	burglar,
burn,	urchin,	burly,
churn,	urbane,	burden,
turnip,	turpentine.	

Sentences involving combinations of the "r" family.

I have a tart.
We met a charming person at the party.
My partner hurt his arm in November.
In March Will had a horse in the park.
They have both an organist and an orchestra in that church.

CHAPTER XII.

The "ng" Family.

ang, eng, ing, ong, ung.

It is well to vary our methods as much as possible in presenting *new* combinations—the child's interest must be awakened; if this is accomplished the greater will be his activity, observation and thought.

Combination "ng".

Ask pupils to *sing*. Question them as to what they have just done.

Have them repeat the words:

sing,
singing,
sang,
sung,

dwelling on the last sound, thus calling attention to its peculiar ringing, nasal tone. Then show the photograph of the two "Soldiers" who speak in this strange manner.

"ng".

But the five little "Brownies", ever helpful, come to the aid of their "Soldier" brothers and enable them to speak more sweetly and clearly.

Here are their pictures:

ang,
eng,
ing,
ong,
ung

For change in the "eye training" exercise, place a list of the "Soldier" brothers on the black-board, standing in a straight line, *e.g.*:

b, cl, r, br, d, h, l, s, th.

Let them be introduced to this interesting family—ang, eng, ing, ong, ung.

These are some of the words used by them. Let children obtain the words as you indicate the letters forming them.

b ang,	bang,
cl ang,	clang,
cl ing,	cling,
r ing,	ring,
s ung,	sung,
l ong,	long,
br ing,	bring,
d ing,	ding-dong.
d ong,	

For Dictation Exercises (ear training).

length,
strength,
thing,
wing,
singing,
ringing,
marching,
charming,
jumping,
flinging,
lung,
flung,
belong.

Sentences on the "ng" family.

Charming little Joseph sang a song.
Phil is running in the park this morning.
The carpenter has the length of that short string.
Clang! Clang! went the blacksmith's hammer.
What remarkable strength the man has!
This chart belongs to Mr. Blong.

The "nk" family.

ank,
ink,
onk,
unk.

Introduce these combinations similarly to the last.

Word Exercises.

For "eye" and "ear" training.

bank,	sink,	donkey,
lank,	rink,	
rank,	think,	
sank,	wink,	
thank,	blink,	chipmunk,
blank,	ink,	bunk,
clank,	chink,	chunk,
shank,		trunk.

CHAPTER XIII.

Combinations, Fifth Set, } **oo, oa, ou, ow, oi, oy.**

"*oo*".

Introduction:

What lights the earth by day? The sun.

What lights the earth by night? The moon.

What did you use this morning when eating your porridge? A *spoon.*

What kind of weather is it to-day? *Cool* weather.

What do we call that on which thread is wound? A *spool.*

In this way obtain a number of words from the children containing the combination "*oo*".

Ask the children to *say* these words *slowly*, giving each *sound distinctly.*

Dwell on the middle sound "*oo*".

Here is a picture of the little *twin* "*Brownies*" who say that sound:

"*oo*".

They talk, you see, just as baby does, when trying to say "*you*".

Application.

Words to be recognized from board.

Eye training.

shoot,	balloon,	afternoon.
shooting,	raccoon,	monsoon,
sooner,	harpoon,	poorly,
school-room,	gloomy,	school-master.
bamboo,	drooping,	oozing.

Words to be dictated for slate work.

Ear training.

cool,	pool,	roots,
cooler,	tool,	boots,
cooling,	spool,	stool,
soon,	room,	loop,
smooth,	broom,	
hoof,	roomy,	
roof,	coop,	
proof,	hoop.	

Exceptions.

book,	good,	wool,
cook,	hood,	brook,
took,	wood,	shook,
look,	foot,	crook
	soot.	
blood,	door,	
flood,	floor,	
	brooch.	

Here, as in previous cases, the children see that the letters do not always have the same sounds—they know that the "Soldier" c. talks like "*s*" sometimes (before "e", "i" and "y"), and that "*g*" talks like "j" sometimes.

Now "*oo*" talks in four different ways: with the *long* sound as in "*tool*", with the *short* sound as in "*book*", with the *short* sound of "*u*", as in *blood*. with the *long* sound of "*o*" as in *door*. Special drill should be given on these exceptional words till their peculiarities are so well known to the children that they will readily and accurately reproduce them when called upon to do so.

Sentences on "*oo*".

That school-room is not gloomy.
The book-case is made of bamboo.

Mary lost her brooch on the doorstep.
The boys took brooms and swept the floor.
"Not I," said the cow, "moo-oo."

Combination "oa".

Introduce this combination in a similar manner to "*oo*".

"*oa*"

These little Brownies are out walking. Brownie "a" is shy, does not want to talk, "o" does it all, and says her own name.

Word Exercises on "*oa*".

For *eye* training.

cocoa,	coaxing,
roaring,	hoax,
approach,	oarsman,
encroach,	oath,
soaring,	coal-scuttle,
reproach,	coach-man.

Word Exercise on "*oa*".

For "*ear*" training.

oats,	road,	soak,
oar,	toad,	loaf,
coat,	toast,	moan,
goat,	boast,	roam,
boat,	soap,	float.

Sentence Exercise on "oa".

Harry will coax his father to give him a boat.

As we approached that road, we heard the roar of the sea.

One cool morning Mary went to the store to get some soap, cocoa, and a loaf of bread.

For variety, have a little story written on the blackboard, and covered with a curtain. In this story leave blank spaces for words containing the new combination

taught "*oa*"; let the children write the story, inserting the omitted words.

"Mary went to the brook one day to see Tom sail his ——. As it was cool, she put on her ——. When she came back her mother sent her for a —— of bread When crossing the —— there was a big —— sitting on a log."

Let this story be then read by the children with the new words inserted. It will be noticed that the words containing the last combination taught "*oo*" are found in this story.

Combination "ou" and "ow".

Teach as before; the *sound* of this combination "*ow*" easily obtained by combining sounds of short "*o*" and "*u*".

Show that "*ou*" is usually found at the *beginning* or in the *middle* of the word *e.g.*:

south,	ground,	out,	ounce,
cloud,	around,	our,	county,
stout,	sound,	hour,	bounty,
sour,	found,	house,	pouch,
shout,	astound,	mouse,	pound,
about,	resound,	bounce,	proud.

"ow" at the *end* of words, *e.g.*:

bow,
cow,
row,
now,
how,
bow-wow,
allow,
endow,
brow.

When "ow" sound comes before "l", "n", "er", —"ow" is the representation of the sound and not "*ou*".

howl,	down,	cower,
growl,	town,	power,
prowl,	gown,	tower,
fowl,	brown,	shower,
	frown,	flower,
	crown,	
	drown,	

Sometimes "*ow*" has the sound of long "*o*" at the *end* of words—that is, when "*w*" refuses to talk, and "*o*" does it all, *e.g.* :

low,	glow,	yellow,
mow,	know,	mellow,
row,	crow,	to-morrow,
blow,	snow,	swallow,
show,	throw,	shallow,
grow,	window,	tallow,
flow,	fellow,	bellow.

It is safe to *tell* the children when they wish to write words whose final sound is long "*o*", to represent that sound by "*ow*". Deal with the exceptions in special lessons.

Sentence Exercise on "ou" and "ow".

"Not I", said the dog, "bow-wow."

We heard the howling of the wind, and the growling of the dog.

We were out in that shower.

Our flowers will grow well in the ground at the south of the house.

About a thousand fountains on that mountain abound in fish.

Combinations "oi" and "oy".

Deal with these in a similar manner to the previous combinations.

Word Exercise on "oi" and "oy".

For *eye* and *ear* training.

oil,	noise,	toy,
boil,	ointment,	boy,
coil,	boiler,	coy,
foil,	despoil,	roy,
soil,	turmoil,	annoy,
toil,		destroy,
		employ.

Sentence Exercise on "*oi*" and "*oy*".

Flory gave Fred a toy.
He will enjoy having it.
That ointment is oily.
Do not destroy that wire coil.
The boys make a noise.
They will employ the boiler for the purpose.

Show that final sound ("oy") is represented always by "oy".

Phonic *Analysis.*

It is a good practice when children have been taught a certain set of combinations to analyze words by their respective sounds, *e.g.*: the teacher will ask pupil (1) to *say* the word south, (2) to *sound* the word slowly, thus—s-ou-th

Ask pupil to write the representation of second sound, for instance—"*ou*".

In this way, it will be readily seen whether he has retained the combination taught.

CHAPTER XIV.

Sixth Set of Combinations, { ee. ea. ie.

Long sound of ("e") represented by the following combinations: *ee*, *ea*, *ie*.

"*ee*".

As in previous lessons, ask children questions which require for answers words containing this combination, "*ee*".

Show a picture of the twin Brownies (ee) who talk like (e) with her hat on (ē).

"ee".

Give practice in *eye* and *ear* work. Train both sight and hearing.

Make the *sight* exercises a little more difficult than the *hearing* exercises.

Word Exercise on "*ee*". (*Eye* training).

asleep,	cheese,
squeeze,	reeve,
freeze,	trees,
succeed,	seemed,
indeed,	deemed,
esteem,	reeled,
trustees,	wheeze,
chickadee.	

Word Exercises on "*ee*".

For *ear* training.

bee,	glee,	deep,	meet,	week,	thee,
sea,	free,	keep,	feet,	weed,	cheer,
tree,	reef,	peep,	eel,	need,	seem,
flee,	beef,	weep,	feel,	sheep.	deem.

Sentence Exercise on "ee".

Captain Peel's ship is named "The Bee".
Its keel struck on a reef.
We get wool from sheep, and cheese from milk.
We must try, if we wish to succeed.
The water will freeze outside.
The soft breeze refreshed me while I was asleep.

"ea".

Introduce this combination in the same way. Call attention to the fact that the little Brownie "*e*" does all the talking, and the Brownie "*a*" is silent. So that in the following words the long sound of "e" (ē) is represented by these two letters, "*ea*".

Word Exercise on "*ea*".

For *eye* training.

easy,	teacher,	meaning,
easier,	preacher,	gleaner,
easily,	eating,	steamer,
beneath,	repeating,	eager,
creature,	stealing,	eagle,
appear,	reached,	easel.

Word Exercise on "*ea*".

For *ear* training.

tea,	eat,	dear,	ears,	cream,
sea,	meat,	each,	hears,	stream,
beat,	neat,	teach,	fear,	dream,
seat,	wheat,	peach,	leaf,	dean,
heat,	cheap,	preach,	spear,	beans.

After the lesson, erase the words from the board, ask the children to write, from memory, as many words as possible containing the combinations just taught. It is a good plan to have cards on which are written words

containing these combinations which represent the long sound of "e", so that the children by frequent practice in copying them and in *using* them may have their *form* thoroughly *impressed.*

Combination "ie".

Teach in the same way.

Word Exercise on "*ie*".

For *eye* training.

thief,	carried,	berries,
brief,	tarried,	cherries,
chief,	married,	enemies,
piece,	flurried,	
niece,	hurried.	

Word Exercise on "*ie*".

For *ear* training.

field,
yield,
Annie,
Jennie,
Nellie.

Sentence Exercises on "*ea*" and "*ie*".

At the *tea*-party there were *berries* and *cherries*, *sweet peaches*, fresh *cream.*

Mrs. Lee's *niece*, *Nellie*, gave the party and asked her *dearest* little friends.

CHAPTER XV.

Combinations.

Seventh Set. { **ai.** **ei.** **ay.** **ey.**

Long sound of "*a*" as represented by the letters "*ai*".

As nearly all the combinations have now been taken up, it is unnecessary to give any detailed account how to introduce these.

The following points are suggested :

(1) By questioning get answers from children containing words involving combination to be taught.

(2) Show that the long sound of "*a*" is represented here by the two little girls "*ai*" ; "*i*" is silent, "a" does all the talking.

(3) Call attention to the fact that the first two combinations, "*ai*", "*ei*", have the power of long "a" (ā) at the beginning or in the middle of the word, and the last two combinations. "*ay*" and "*ey*" have the power of long "*a*" at the end of the word.

Word Exercise on "ai".

For *eye* training.

ail,	aid,	re-tain,
nail,	paid,	taint,
pail,	pain,	ailment,
sail,	rain,	snail,
wail,	gain,	bailiff,
tail,	at-tain,	milk-maid,
rail,	ob-tain,	avail.

Word Exercise on "*ai*".

For *ear* training.

fail,	brain,	hail,
faint,	refrain,	gaiter,
faith,	frail,	gaiety,
chain,	maintain,	tailor,
stain,	sustain,	sailor,
re-tain,	remain,	saint.

"ei".

Word Exercises on "*ei*".

For *eye* and *ear* training.

eight,
weigh,
weight,
sleigh,
neigh,
neighbor,
deign,
skein,
reindeer.

Here the "*Soldier*" letters "gh" are too wearied to talk, so the Brownies "ei" do the work and say (ā) Let irregular words of this kind be often seen by children and committed to memory.

Combination "ay".

When the sound of "a" long (ā) is the *final* sound in a word, it is nearly always represented by the combination "*ay*" with but few exceptions.

Word Exercise on "ay".

For *eye* training.

play, Tuesday,
holiday, Wednesday,
yesterday, Thursday,
birthday, Friday,
Sunday, Saturday,
Monday.

Word Exercise on "ay".

For *ear* training.

bay, say,
day, ray,
gay, way,
hay, away,
jay, play,
lay, clay,
may, delay,
nay.

"ey".

In the following words, the final sound is long "*a*", and it is represented by the combination, "ey", *e.g.*:

they,
grey,
obey,
whey,
convey,
survey.

Sentence Exercise on the combinations, ai, ei, ay, ey.

They gave the maid a pail of milk on Sunday.
Saturday is a holiday.
Tom's sleigh is painted grey.
My neighbor gave me the box.
I shall weigh it for him.

CHAPTER XVI.

Combinations.

Eighth Set. { **au,** **aw,** **eu,** **ew,**

Word Exercise on "au".

For *eye* training.

Maud,	audit,	aurora,
Paul,	auricle,	author,
caustic,	auburn,	austere,
cause,	auger,	authentic,
because,	augment,	Autumn,
cauterize,	August,	autograph.

Word Exercise on "aw".

For *ear* training.

caw,	thaw,	awning,
jaw,	draw,	
law,	straw,	
paw,	awkward,	
raw,	awful,	
saw,	awl.	

Sentence Exercise on "*au*" and "*aw*".

Maud will go home in August.
Paul will remain till the Autumn.
That austere author has auburn hair.
What an awkward man!
There is some straw on the awning.
I saw the artist draw.

Combinations "eu," "ew".

"eu".

Word Exercise on "eu".

For *eye* and *ear* training.

feud,
feudal,
Euclid,
euphony,
Europe,
eulogy.

Word Exercise on "ew".

For *eye* and *ear* training.

new,	blew,
dew,	flew,
few,	crew,
hew,	stew,
mew,	Jew,
new,	knew,
pew,	newspaper.

Sentence Exercise on "*eu*" and "ew".

We must pay our pew-rent.
The wind blew.
Few knew he was a Jew.
The steward will study Euclid.
Europe is the name of a continent.
There was a feud among the new crew.

CHAPTER XVII.

Combinations.

Ninth Set. { "uq".

N.B.—This set includes but *one* combination—*qu*.

Introduction: This is a very interesting combination to teach, *e g.:* let the teacher write the word "helpers" on the board, and then ask the children who are her "*helpers.*" Of course, all are anxious to become such; then ask who are the best, the quietest, and the most careful helpers in the "letter" houses. the "Brownies" or the "Soldiers." The answers will be varied, but show that the "Brownies" are, *e.g.*:

There is one "*Soldier*" who cannot talk at all by himself, but is always assisted by the Brownie "u", he is never seen in a word unless this little helper is with him.

(For variety, have a game, place a list of the "Soldier" letters on the board—b. d. f. c. h. j. k. l. m. n. p. r. q. s. t. g. v. w. x. y. z.

Tell the children they may clap their hands when somebody finds the Soldier who must be helped by *Brownie* "*u*").

Then show the picture or the two letters

"*qu*".

Have *pupils* discover *sound* by telling them that these two "*qu*" talk like "*kw*" (koo).

Word Exercise on "qu".

For *eye* training.

quack,	quart,	quail,	colloquy,
quicksilver,	quarter,	quaint,	quantity,
quadruped,	quadrant,	eloquent,	quality,
			quarrel.

Word Exercise on "*qu*".

For *ear* training.

quest,	quiet,	quench,
quit,	quiver,	quire,
queen,	quiz,	quote,
queer,	quell,	quixotic.
quite,	quill,	square,

Sentence Exercise on "qu".

"The mountain and the *squirrel* had a *quarrel.*"
That *eloquent* orator has an attack of *quinsy.*
"Water! Water! *quench* fire!"
We prefer *quality* to *quantity.*

CHAPTER XVIII.

Tenth Set of Combinations. { **tion, sion, cion.**

Introduction : We have now reached what might be termed the advanced stage in phonic, and yet there is no difficulty in teaching the powers of these combinations, nor does the child experience any in retaining the letters making up the combination, or in remembering their power or sound.

"tion".

Ask children to repeat mottoes, then write one on the board, *e.g.* :

"We must *shun* bad company." Ask for another word that we might use instead of "shun", which would mean the same thing. The association of the word will help the children in determining its meaning.

Then show that "*shun*" is a word by itself and forms complete sense by itself. Now I am going to show you a picture of "two Brownies" and two "Soldiers" who talk exactly like this little word "shun".

"tion".

Here is the picture : *Brownie* "i" takes care of "t", Brownie "o" takes care of "n". They say—(shun).

(Let the children see that "tion" is not a word, complete, but forms only *part* of another word, and that part usually the *last* one).

Let the children write the letters forming this combination several times till they have it thoroughly committed to memory.

Word Exercise on "tion".

For *eye* training.

exaction, conglomeration,

exhibition, distinction,
examination, addition,
condition, position,
contrition, supposition.

Word Exercise on "tion".

For *ear* training.

action, convention,
faction, invention,
fraction, nation,
section, station,
fiction, salvation,
friction, relation,
contortion, valuation.

Sentence Exercise on "*tion*".

The *exhibition* was a credit to the *nation*.
All his *relations* met him at the *station*.
There were a great many present at the *convention*.
The latest *invention* was discussed.
He was filled with *contrition* when he saw their *condition*.

Show that sometimes the sound "shun" is represented by "*sion*" and "cion", *e.g.* :

coercion,
suspicion,
concession,
procession,
succession,
recessional,
version,
conversion,
confession,
profession.

CHAPTER XIX.

The "ous" Family.

The "ous" family includes the *Eleventh* Set of combinations.

Eleventh Set. { ous, tious, cious.

Word-recognition as a definite training exercise should be taken in all grades of the public schools. In the higher classes at least five minutes daily should be devoted to this particular branch of reading. The drill should develop promptness and accuracy of both *eye* and *ear*. In this chapter we are treating what may be termed advanced Phonics. Most of the words given occur in the Supplementary Reading which should be done by pupils of the senior classes.

The combination "ous", pronounced "us", must be distinguished from the word "us". At the end of words the sound "us" is represented by "ous", the "o" being silent.

Eye Exercise on "ous".

curious,
studious,
mutinous,
amphibious,
stupendous,
mountainous,
injurious,
penurious,
boisterous,
luxurious,
voluminous,

illustrious,
conspicuous,
spontaneous,
bounteous.

Ear Exercise in "ous".

carnivorous,
harmonious,
victorious,
ponderous,
rigorous,
omnivorous,
magnanimous,
enormous,
odoriferous.

Sentences—A *curious, studious* youth was reading an illustrated history of animals, by a *voluminous* and *illustrious* author.

The singing was *harmonious.*

God is the *bounteous* Author of our being.

The carnation is *odoriferous.*

Plants originating in a place are said to be *indigenous.*

The traveller penetrated the *mysterious* and *perilous* forest.

In the combinations "tious" and "cious", "ti" and "ci" have the power of "sh".

tious.

fictitious,
infectious,
nutritious,
seditious,
surreptitious,
ostentatious,
adventitious.

cious.

malicious,
tenacious,
pernicious,
judicious,
sagacious,
atrocious,
delicious,
precious,
conscious,
ferocious,
loquacious
efficacious
fallacious,
luscious,
vivacious.

Sentences—1. Hickory nuts are *delicious* and *nutritious*.
2. Scarlet fever is an *infectious* disease.
3. The elephant is a very *sagacious* animal.
4. The daughter was *vivacious*.

CHAPTER XX.

Advanced Combinations Continued.

tial,
cial,
sial,
cian,
tient,
cient.

In these combinations "ti", "ci" and "si" have power of "sh".

"tial"

partial,
martial,
essential,
potential,
substantial,
palatial,
confidential.

"cial"

special,
facial,
social,
superficial,
judicial,
financial,
commercial.

"sial"

controversial,

"cian"

musician,
magician,
physician,

"tient"

quotient,
patient.

"cient"

ancient,
deficient,
sufficient.

Sentences—"The *Ancient* Mariner" was written by Samuel Taylor Coleridge.
Be *patient* in all things.
That excuse is quite *sufficient*.
Quotient is a term used in Arithmetic.
He is sadly *deficient* in his knowledge of literature.
His *facial* expression was *marvellous*.
He gave us a *partial* account of the accident.
A *special* edition of the newspaper was issued.

CHAPTER XXI.

Review Exercises on all the Combinations.

For *eye* and *ear* training.

Eye Exercise.	*Ear* Exercise.
microscope,	important,
telescope,	notwithstanding,
entrance,	whenever,
philharmonic,	parchment,
philosopher,	withering,
commemoration,	according,
analysis,	employment,
synthesis,	adoration,
allopathy,	carnation,
homeopathy,	conversation,
hydropathy,	preference,
pathology,	attendance,
diphtheria,	picture,
pneumonia,	lecture,
testimonial,	adventure,
violence,	since,
evidence,	prince,
eloquence,	education,
agriculture,	preparation,
quince,	harpoon,
vacation,	sultry,
inspiration,	sluggish,
admonition,	moisture,
application,	decoy,
suspension,	ornament,

palatial,
potential,
controversial,
racial,
social,

lavender,
aromatic,
sunshine,
artichoke,
actual.

Eye Exercise.

capacity,
courageous,
religious,
magnanimous,
pronunciation,
urbanity,
palliate,
academy,
accuracy,
language,
elephant,
celebration,
intelligence,
anemones,
heliotrope,
mignonette,
aquatic,
refuge,
cavalier,
appearance,
legislature,
authenticity,
ecstacy,
susceptible,
sympathetic,
hyacinth,
inquisitive,

Ear Exercise.

sarcastic,
argumemt,
resolute,
identity,
emigrant,
senator,
competitor,
memory,
extermination,
objection,
impertinent,
ignominy,
infamy,
lividness,
hippopotamus,
poverty,
succotash,
embroider,
boisterous,
boundary,
cheerful,
reduction,
ostrich,
incline,
scripture,
strength,
condition,

erysipelas,
judicious,
indubitable,
mucilage,
rhinoceros,
monster,
suffering,
destitution,
statesman,
astronomy.

CHAPTER XXII.

Seat Work in Phonic.

1. In certain given words arrange the letters so as to form a new word, as

charts—starch,
doors —odors.

2. Have pupils write lists of words containing certain given combinations.

3. Distribute cards or slips of paper on which are written six or more difficult words, *e. g.* :

busy,
beautiful,
machine,
soldier,
policeman,
bouquet.

These are unphonetic; let the children copy the words, and then, when the teacher is ready, they may pronounce the words exactly, according to the sound—the proper pronunciation then to be given.

4. Distribute cards on which are written certain words, let the pupils divide them into syllables, placing in the first column all monosyllables, in the second all dissyllables, etc.

5. Write on pieces of cardboard certain *quality* words, as, brittle, porous, transparent.

Now this is word recognition—pupils write the names of things which possess the above qualities.

6. Provide children with pencils, paper, rulers and scissors. A story has been written on the blackboard

and covered with a curtain. Children read silently, and copy the story, placing the words at distances of one inch apart. When all are ready, have pupils rule an oblong, square, or triangular *house* around each wrod; having finished this, let them cut out the words neatly, so that the story may be told in the pupil's own language. They, of course, are allowed to supply other words found necessary in their construction of the story.

PART II.

CHAPTER I.

Vocal Expression.

Breathing Exercises :

(*a*) Pupils standing in an erect position, heels together, chest high, hands on hips. At a given signal class will take a slow, full, deep *inspiration* of air through the *nostrils*. On signal number two the breath is slowly *exhaled* through the *nose*.

(*b*) Similar to exercise (*a*) but breath is *exhaled* through the *mouth*, emptying the lungs as much as possible.

(*c*) Exercises on the vowel sounds ā, ē, ī, ō, ū ; a, e, i, o, u, in a loud whisper, in a natural tone, with rising and falling inflection, in the different tones of the scale.

(*d*) Similar to exercise (*b*) but breath is vocalized as it is exhaled, giving *oo, ah, ai, ee* ; and *ah, ai, ee, oo.*

Articulation :

(*a*) Practice with *single* consonant *preceding* vowel :

tā, tē, tī, tō, tū.
ta, te, ti, to, tu.

(*b*) Practice with *single* consonant *succeeding* vowel :

āt, ēt, īt, ōt, ūt.
at, et, it, ot, ut.

(*c*) *Two* consonants with vowel sound :

blā, blē, blī, blō, blū.
bla, ble, bli, blo, blu.

(*d*) *Combinations* with vowel sounds :

āth, ēth, īth, ōth, ūth.
ath, eth, ith, oth, uth.

(*e*) *Word* Exercise : Difficult combinations, as "*wh*", *whip*, *white*, *whale*, etc.

(*f*) *Phrase* and *sentence* Exercise :

I scream——Ice cream.
An aimless boy——A nameless boy.
She lost her ear-ring——
She lost her hearing.
This hand is clean——This sand is clean.

In connection with the phrase and sentence exercise, it might be stated that the children can help very materially in construction of sentences where the *initial* sound of each word is the same.

The following are taken from a list of exercises composed by children in the primary classes :

1. Adam ate Ada's apple.
2. Be busy as bees.
3. Can Cora come ?
4. Did daddy die ?
5. Fred Fennell fell off the fence.
6. Sadie saw some sand.
7. Peter Patton picked pebbles at Port Perry.
8. Charlie eats cheese in church.
9. Chester saw a chipmunk chewing a piece of nut, and chirping.

CHAPTER III.

Pronunciation.

Special attention should be directed to the pronunciation of certain words where the tendency is (1) To insert an unnecessary vowel, as

elum for elm,
helum for helm,
realum for realm.

(2) To pronounce certain words as if the vowel sound were "**oo**", instead of "ū", or "*ew*", as

(a)	(b)	(c)
knew,	tube,	Tuesday,
news,	tune,	tumor,
slew,	stupid,	tutor,
blew,	duke,	salute,
anew,	suit,	subdue,
flew,	duty,	pursue,
steward,	lucid,	presume,
	student.	resume,
	during,	consume,

(d)	(e)	(f)
educe,	obtuse,	nuisance,
reduce,	recluse,	plumage,
induce,		
conduce.		

(3) To omit a certain letter or letters from words, as in

cemetery—"e" before "ry" often omitted,
library—"ar" often omitted,
history—"o" often omitted,
literary—"ar" often omitted,
miserable—"e" often omitted,

venerable—"e" before "r" often omitted,
length— } nasal sound (ng) often omitted.
strength— }

(4) To give the vowel "i" (short sound) the sound of short "u", as

charity,
ability, etc.,
sensible.

(5) To pronounce words as monosyllables which are not such, as

pome for *poem*,
reel for *real*.

(6) Where groups of consonants form the final letters of words it is often difficult to get the correct sounds in the order in which they should come. There should be special drill in such difficult combinations, as "**sts**" and "**ths**".

frosts,	depths,
tests,	twelfths,
bursts,	truths,
thrusts,	
boasts.	

CHAPTER IV.

Emphasis.

Emphasis.—The teaching of emphasis to little children consists largely in making them unconscious, or, in other words, in getting them to talk.

The following little devices make the teaching of this subject interesting.

Mary has a ——— dress.
John has a new ———.

N. B.—The omitted word in sentence 1, is *red*, in sentence 2, *book*.

With colored chalk—

(a) The word *red* may be written, the sentence read *emphasizing* the word in colored chalk.

(b) The word *red* may be underlined.

(c) In the second sentence where the word is the name of an object, the object may be *drawn*, the sentence read emphasizing the proper word.

(d) Questions to be answered.

What *school* is this?
What *month* is this?
How old are you?
How is your mother?
What is your dog's name?
What do you like best to play?
Which study do you like best?

(e) Comparison :

Oranges may be sweet or ———.
little or ———.
A dog may be kind or ———.

fat or ———.
A girl may be gentle or ———.
good or ———.
A boy may be wise or ———.
cross or ———.
The weather may be cold or ———.
wet or ———.

(f) Short sayings :

As white as snow.
As black as a crow.
As sweet as honey.
As busy as a bee.
As cold as ice.
As light as a feather.
As smooth as glass.

CHAPTER V.

Imitation.

Imitation.—Children love to imitate *animals*, their *elders*, *mechanical* sounds, sounds *in nature*, etc.

a. *Animals*—As the dog, cat, sheep, cow, hen, duck, crow, pig, donkey, etc.

b. *People*—Children love to "play" at being *mother*, the *teacher*, the *postman*, the *fish-monger*, the hotel *bus-driver*, the *blacksmith*, the *cooper*, the *news-boy*, the station-master, the conductor, etc.

c. *Mechanical sounds*—The engine, "trolley", chimes, tolling bells, the steamboat whistle, fire-bells.

d. *Sounds in nature*—

1. The pitter-patter of the *rain*.
2. The rolling of the *thunder*.
3. The howling of the *wind*.
4. The *flashing* of the lightning.
5. The *murmuring* of the sea.
6. The *roar* of the falls.

CHAPTER VI.

Emotion Exercises.

Emotions.—In order to facilitate a natural and easy mode of reading, the pupils must be drilled in exercises to cultivate the emotional nature.

a. Have them **look** the feeling suggested by the word or sentence.
b. Have pupils **show** by *gestures* the feelings which they are to portray.
c. Let the children **do** the action suggested by the word or sentence.

Words which suggest the different emotions :

Alas !—sorrow.
Hurrah !—joy
Pshaw !—disgust.
Oh !—expresses pain, sorrow, pity, joy, surprise.
Ah !
Hark !
Look !
Help !
Good !
Oh dear !
Welcome !
Fire !

Sentences :
Hark ! Was that the bell ?
What a hot day it is !
How happy we shall be !
Listen to me !
Hush ! my babe, lie still and slumber.
Poor bird ! I wonder where it is.
Alas ! we are too late to save him.
Hurrah ! John has won the race.

CHAPTER VII.

Finger Plays.

The Five Little Sheep.

Five little sheep stood under a tree.
The first one said, "Come, follow me."
The second one said, "Let's keep in line."
The third one said, "That will be fine!"
The fourth one said, "We're coming fast,"
The fifth one said, "I am the last."
So after their leader they ran, until
They came to the fence, where they all stood still.

—*Selected.*

The Chipmonks.

Five little chipmonks live in a tree;
Says the first little chipmonk, "What do I see?"
Says the second little chipmonk, "A boy, I declare!"
Says the third little chipmonk, "Well, I declare!"
Says the fourth little chipmonk, "I'm not afraid."
Says the fifth little chipmonk, "Let's hide in the shade."
"Hurrah! Hurrah! Hurrah!" cry the boys,
And five little chipmonks run at the noise.

—*Selected.*

Five Little Chickens.

Said the *first* little chicken, with a queer little squirm,
"I wish I could find a nice little worm."
Said the *second* little chicken, with an odd little shrug,
"I wish I could find a fat little bug."
Said the *third* little chicken, with a sharp little squeal,
"I wish I could find some nice yellow meal."
Said the *fourth* little chicken, with a faint little moan,
"I wish I could find a wee gravel stone."
Said the *fifth* little chicken, with a small sigh of grief,
"I wish I could find a little green leaf."
"Now, see here," said the mother, from the green garden patch,
"If you want any breakfast, you just come and scratch."

CHAPTER VIII.

Thought-getting.

Silent Reading—Commands.

(a) Walk to the desk and take a book from it.
(b) Go to the door and close it.
(c) Give a pencil to the person on your left.
(d) Guide your teacher to the window, Fred.
(e) Sing our new song
(f) Tell what you would do with five dollars if you had it.
(g) Use a word meaning the opposite of little.

Questions.

(a) What kind of weather is it to-day?
(b) When you grow up what do you mean to be?
(c) What would you like best to have?
(d) What game do you like to play best?

Maxims and Proverbs.

N. B.—Pupils are required to write a little story to show what is meant by the following proverbs :—

A straw shows how the wind blows.
A pound of pluck is worth a ton of luck.
A boy is known by the company he keeps.
Strike while the iron is hot.
Handsome is that handsome does.
Summer never comes twice in a year.
Not how much, but how well.
He who does his best, does well.
Think the truth, speak the truth, act the truth.
When you *receive* a kindness, remember it ; when you *do* a kindness, forget it.
Do unto others as ye would that they should do unto you.

Deeds are greater than words.
Aim high, but be careful to aim wisely.
A good name is better than riches.
A stitch in time saves nine.
A place for everything and everything in its place.
Good health is better than wealth.
All labor is noble and holy.
He who blesses most is blessed.
He that plants a tree plants a joy.
He that ruleth his spirit is better than he that taketh a city.
Thanksgiving is good, but thanksliving is better.

The Months.

January brings the snow ;
Makes our feet and fingers glow.
February brings the rain ;
Thaws the frozen streams again.
March brings breezes loud and shrill ;
Stirs the dancing daffodil.
April brings the violets sweet ;
Scatters daisies at our feet.
May brings flocks of pretty lambs,
Skipping round their fleecy dams.
June brings tulips, lilies, roses ;
Fills the children's hands with posies.
Hot *July* brings sultry hours,
Thirsty fields and summer showers.
August brings a golden store,
And the harvest-home once more.
Warm *September* brings the fruit ;
Sportsmen then begin to shoot.
Brown *October* brings the breeze ;
Shakes the beech-nuts from the trees.
Chill *November* brings the blast ;
Then the leaves are falling fast.
Cold *December* brings the sleet,
Blazing fires, and *Christmas* treat.

—*Selected.*

Kindness to Dumb Animals.

"I would not hurt a living thing,
  However weak or small,
The beasts that graze, the birds that sing,
  Our Father made them all.
Without His notice, I have read,
  A sparrow cannot fall."

—*Selected.*

"He prayeth well, who loveth well,
  Both man, and bird, and beast;
He prayeth best who loveth best,
  All things, both great and small,
For the dear God who loveth us,
  He made and loveth all."

—*Coleridge.*

Spring.

In the heart of a seed
Buried deep, so deep,
A dear little plant lay fast asleep.
"Wake!" said the sunshine,
"And creep to the light."
"Wake!" said the voice
Of the raindrops bright.
The little plant heard,
And it rose to see
What the wonderful, outside world might be.

—*Selected.*

Waiting to Grow.

Little white snowdrop, just waking up,
Violet, daisy and sweet buttercup,
Under the leaves, and the ice, and the snow,
  Waiting, waiting to grow.

Think what a host of queer little seeds,
Of flowers and mosses and ferns and weeds,
Are under the leaves, and the ice and the snow,
  Waiting, waiting to grow.

Think of the roots getting ready to sprout,
Reaching their slender brown fingers about,
Under the leaves, and the ice and the snow,
Waiting, waiting to grow.

Only a month, or a few weeks more,
Will they have to wait behind that door—
Listen and watch and wait below,
Waiting, waiting to grow.

Nothing so small or hidden so well,
That God cannot find it and presently tell
His sun where to shine, and His rain where to go,
Helping, helping them grow.

—*Selected.*

Fairy Umbrellas.

Said wet east wind, calling loud to rain,
"Come down, little drops, to the April flowers;"
And over the grass and the sleeping grain,
And into the street they swept in showers.

They tapped at each door and called, "Come up,
For the bleak, cold wind and the snow are gone;
Arbutus is lighting her perfumed cup,
And the grass is carpeting all the lawn."

But the fairies that lived in the quiet wood,
All wore their new spring bonnets that day,
So they raised their umbrellas as quick as they could,
And under the trees went trooping away.

And the people said when they saw them there,
The fairy umbrellas out in the rain,
"Oh! Spring has come, so sweet and so fair,
For there are those odd little toad-stools again."

—*Selected.*

Easter.

Easter lilies, pure and white,
Speak to us a lesson sweet;
"After darkness cometh light,"
Is the message they repeat;
Though awhile you stand and weep
By the grave of friends you love,
'Tis not *death*—'tis only *sleep*,
They shall greet you yet above.

Summer.

In connection with nature-work the following *gems* are appropriate:

1. Go forth under the open sky, and list to Nature's teaching.

—*Byron.*

2. Sermons in stones, books in the running brooks, and good in everything.

—*Shakespeare.*

3. "Whatever mine eyes can see,
Whatever mine ears can hear,
In Nature, so bright with beauty and light,
Has a message of love for me."

—*Selected.*

4. There is not a thing beneath our feet,
But teaches some lesson short and sweet.

—*Cary.*

"There is a pleasure in the pathless woods,
There is a rapture by the lonely shore,
There is a society where none intrudes,
By the deep sea, with music in its roar;
I love not man the less, but Nature more,
From these our interviews."

Nature's Garden.

O, Painter of the fruits and flowers
We thank Thee for Thy wise design,
Whereby these human hands of ours
In Nature's garden work with Thine.

And thanks that from our daily need
The joy of simple faith was born,
That he who smites the summer weed
May trust Thee for the autumn corn.

Give fools their gold and knaves their power,
Let Fortune's bubbles rise and fall;
Who sows a field or trains a flower
Or plants a tree, is more than all.

For he who blesses most is blest,
And God and man shall own his worth,
Who toils to leave as his bequest
An added beauty to the earth.

And soon or late to all that sow
The time of harvest shall be given;
The flowers shall bloom, the fruit shall grow,
If not on earth, at last in heaven.

—*J. G. Whittier.*

Autumn.

The Anxious Leaf.

Once upon a time a little leaf was heard to sigh and cry, as leaves often do when a gentle wind is about. And the twig said, "What is the matter, little leaf?"

And the leaf said, "The wind just told me that one day it would pull me off and throw me down to die on the ground!"

The twig told it to the branch on which it grew, and

the branch told it to the tree. And when the tree heard it, it rustled all over, and sent back word to the leaf, "Do not be afraid; hold on tightly, and you shall not go till you want to."

And so the leaf stopped sighing, but went on nestling and singing. Every time the tree shook itself, and stirred up all its leaves, the branches shook themselves, and the little twig shook itself, and the little leaf danced up and down merrily, as if nothing could ever pull it off. And so it grew all summer long till October.

And when the bright days of autumn came, the little leaf saw all the leaves around becoming very beautiful. Some were yellow and some scarlet, and some striped with both colors. Then it asked the tree what it meant? And the tree said, "All these leaves are getting ready to fly away, and they have put on their beautiful colors because of joy."

Then the little leaf began to want to go, too, and grew very beautiful in thinking of it, and when it was very gay in color, it saw that the branches of the tree had no bright color in them, and so the leaf said, "O, branches! why are you lead-color and we golden?"

"We must keep on our work clothes, for our life is not done; but your clothes are for holiday, because your tasks are over," said the branches.

Just then, a little puff of wind came, and the leaf let go, without thinking of it, and the wind took it up and turned it over and over, and whirled it like a spark of fire in the air, and then it dropped gently down under the edge of the fence among hundreds of leaves, and fell into a dream, and it never waked up to tell what it dreamed about.

The World.

Great, wide, beautiful, wonderful world,
With the wonderful water round you curled,
And the wonderful grass upon your breast,—
World, you are beautifully drest.

The wonderful air is over me,
And the wonderful wind is shaking the tree ;
It walks on the water, and whirls the mills,
And talks to itself on the tops of the hills.

You, friendly earth, how far do you go,
With the wheat fields that nod and the rivers that flow,
With cities and gardens, and cliffs and isles,
And people upon you for thousands of miles ?

Ah ! you are so great, and I am so small,
I tremble to think of you, world, at all ;
And yet, when I said my prayers to-day,
A whisper within me seemed to say :
" *You* are *more* than the earth, though you are such a dot ;
You can *love* and *think*, and the earth cannot ! "

—*Matthew Browne.*

The Night Wind.

Have you ever heard the wind go " Yoooooo " ?
'Tis a pitiful sound to hear !
It seems to chill you through and through
With a strange and speechless fear.
'Tis the voice of the night that broods outside
When folk should be asleep,
And many and many's the time I've cried
To the darkness brooding far and wide
Over the land and the deep ;
" Whom do you want, O lonely night,
That you wail the long hours through ? "
And the night would say in its ghostly way :
" Yoooooooo !
Yoooooooo !
Yoooooooo ! "

My mother told me long ago
(When I was a little lad)
That when the night went wailing so,
Somebody had been bad;
And then when I was snug in bed,
Whither I had been sent,
With the blankets pulled up round my head,
I'd think of what my mother'd said,
And wonder what boy she meant!
And "Who's been bad to-day?" I'd ask
Of the wind that hoarsely blew,
And the voice would say in its meaningful way;
"Yoooooooo!
Yoooooooo!
Yoooooooo!"

That this was true I must allow—
You'll not believe it, though!
Yes, though I'm quite a model now,
I was not always so.
And if you doubt what things I say,
Suppose you make the test;
Suppose, when you've been bad some day
And up to bed are sent away
From mother and the rest—
Suppose you ask, "Who has been bad?"
And then you'll hear what's true;
For the wind will moan in its ruefulest tone,
"Yoooooooo!
Yoooooooo!
Yoooooooo!"

—*Eugene Field.*

Winter.

Snowflakes.

Beautiful, feathery flakes of snow,
Softly come and softly go,
Kissing our cheeks and dazzling our eyes,
Emblem of *purity* sent from the skies.

Spreading a *blanket*, soft and warm,
Keeping the flowers and buds from harm,
Melting away in the spring-time sun,
Aiding the brooklets and rivers to run.

Clothing in mantle of white the earth,
Softening a couch for the flowers' birth,
Coming in *stars*, and going in tears,
Emblem of *hope* for happier years.

—*Selected.*

The North Wind.

The North Wind doth blow, and we shall have snow,
And what will our *winter birds* do, do you know ?
They'll stay through the year, though snowstorms are here,
And tuck their heads under their wings, ho ! ho !

The North Wind doth blow, and we shall have snow,
And what will the *stream* do then, do you know ?
With ice covered deep it will fall fast asleep,
And rest till the spring comes again, ho ! ho !

The North Wind doth blow, and we shall have snow,
And what will the *flowers* do then, do you know ?
They'll hide all their heads in little brown beds,
Kept warm by the leaves and the snow, ho ! ho !

The North Wind doth blow, and we shall have snow,
And what will the *trees* do then, do you know ?
With branches all bare, through cold winter air,
They'll wait for new leaves till the spring, ho ! ho !

The North Wind doth blow, and we shall have snow,
And what will the *children* do then, do you know ?
They'll slide on the ice, and laugh at the snow,
Dressed all in their warm winter clothes, ho ! ho !

—*Selected.*

Who's Afraid in the Dark?

"Oh, not I," said the owl, and he gave a great scowl,
And he wiped his eye and fluffed his jowl, "Tu-whoo!"
Said the dog: "I bark out loud in the dark, Boo-oo!"
Said the cat: "Mi-ew! I'll scratch any one who
Dares say that *I* feel afraid, Mi-ew!"

"*Afraid*," said the mouse, "of the dark in a house?
Hear me scatter whatever's the matter—squeak!"

Then the toad in his hole, and the bug in the ground,
They both shook their heads and passed the word round,
And the bird in the tree, the fish, and the bee,
They declared *all three* that you never did see
One of *them* afraid in the dark!

But the little boy, who had gone to bed,
Just raised the bedclothes, and covered his head.

—*St. Nicholas*

An Old Lullaby.

1. Up the stairs they merrily climb,
Three little white gowns, at sleepy-time;
Big brother Benny, and Baby Grace,
And funny Wee Boy with the happy face:
And mamma sings as they mount the stair
These cranky words to a queer old air:
"Go to bed, sleepy head,
And sleep for money to buy a cow."

2. Said Benny, "Such humbug I never heard,
I don't believe it, a single word;
If I slept all night, and slept all day,
Would I be any richer, say?"
The Wee Boy nodded his curly head.
"Sing it again," the baby said.
"Go to bed, sleepy head,
And sleep for money to buy a cow."

3. Said Benny, ' Who made such a silly song ;
It tells a story, it must be wrong."
" I can't tell, Benny ; I only know
It was sung to me, long years ago,
By your old Scotch granny, sweet and dear,
When I was as small as baby here.
" So, go to bed, sleepy head,
And sleep for money to buy a cow."

4. " If grandmamma said it, it must be true,
But I don't believe it ; now say do you ;
And tell me, mamma, for I'd like to know,
When she sent you to bed, did you always go ? "
" Yes ! I always went, as you must now."
Said the funny Wee Boy, " Then where is your cow ?"
" Oh, go to bed. sleepy head,
The cow jumped over the moon," they said.

PART III.

SPELLING.

CHAPTER I.

Introductory.

In Part I., Chapter II., it is definitely stated that when "**Phonics**" are understood intelligently, and taught systematically and thoroughly, they are an invaluable **aid** to correct spelling.

It is universally acknowledged that the faculty of **form** is that which is most exercised in learning to spell, that the **eye** and the **hand** should be trained to the formation of words in written characters. Again, as spelling is purely a part of writing, and is never used otherwise in practical life, written spelling only should be practised.

Again, as **sound** is an important adjunct of **form,** words which are strictly phonetic will be written accurately by very young children; there remains only a classification of those words which, owing to the inconsistencies of our language, are unphonetic or irregular.

It is to this class of words that the teacher's attention is specially directed, and we venture to hope that where these are presented to the children in such a way that they obtain correct mental pictures of them, that is, that they **see** the word as a **whole,** that they **see** its **parts** and understand their **powers,** and, further, that they **see** these parts in **relation** to the whole word, then and only then will there be successful results in the teaching of spelling.

By this means the child's interest is stimulated, his memory tested, and his power of reproduction securely fixed.

CHAPTER II.

Monosyllabic Unphonetic Words.

In connection with the purely "**Phonic**" work these words may be introduced.

They will be divided into groups, and classified according to sound.

1.

do,
to—sound o = oo,
who.

2.

o,
no—o = ō,
so,
go.

3.

is,
has,
was— s = z. a in was = o.

4.

he.,
me,
be—e = ē,
we,
she,
the.

5.

by,
my,
cry,
try—y = ī,
fly,
dry,
sly,
shy.

6.

go—goes.

7.

do—does.

8.

one,
once.

9.

you,—y and o silent, u = ū.
your.

10.

they,—ey final = ā.

11.

come,—o = u, e silent.
some.

12.

says, a = e, y silent.
said, a = e, i silent.

13.

have,—e silent, without power of lengthening the medial vowel.

14.

live,—same as 13.
give.

15.

are,—e silent.

16.

were,—e silent, without power of lengthening medial vowel.

17.

done,—o = u, e silent.

18.

gone,—e silent, without power of lengthening medial vowel.

19.

put
pull, full, bull,—u obscure,
bush,
push,
puss.

20.

of,—f = v.

21.

{move, prove,} o = oo.—e silent.

22.

{what,—a = o.

23.	24.	25.
{there is, there was, there are, there were.	{here is, here was, here are, here were.	{any, many,

N.B.—Familiarize the children with the use of the words *there* and *here* at this stage.

1. Associate them with the words **is, are, was, were.** Give frequent exercises in dictation, using these words in this way.

2. Call attention to the fact that we also spell these words (there, here) in this way, when they mean some **place.**

Review Exercise.

1. Come *here*, Sam.
2. Did you go *there* to-day ?
3. I can not get *any.*
4. Were there *many* there ?

In the teaching of these words give pupils constant practice in writing them, *e.g.*:

1. Ask pupils to **use** the words.
2. **Associate** them in writing with other words.
3. Let them **read** and **write** from dictation short stories or sentences comprising these words.

Review Exercises.

Dictation.

1. **Once** upon a time, Sam had a trap.
2. **Who** is it ?
3. **Have you come** to see me ?

4. **They** have **gone.**
5. He **said so.**
6. She **says** they have **some** stamps.
7. He is so shy, he **does** not like to try.
8. Does **your** mamma like to **move ?**
9. **Push** it into the **bush.**
10. **Were** they sent to **pull** the cab.
11. We **are** to have some to **give** you.
12. **Do** you not like **to** go ?
13. **There** were **many** there, but **some** came late.

N.B.—With the regular work in reading, use these words frequently ; let the child **see** them as often as possible. Ask him to pick them out in script till he has a perfect mental picture of them, and can reproduce them whenever called upon to do so.

In teaching the spelling of these words the following plan is suggested. For instance, suppose the word we wish to teach is "*once*". After having written it on the board, ask pupils to pronounce it. It is certain that even with their phonic experience they will be unable to discover a word as unphonetic as this. A few hints will aid them, *e.g.*, let little "c" talk like "s"; —"e" does not want to say anything in this word ;—"o" talks like "u", and "w" steps in to help "o", but slips away again after telling "o" to talk as if he were there beside her, so that really the word is sounded (wuns). Teacher says, of course, this is a very **dangerous** little word ; we must be very careful to take a good **photograph** of it. Have them repeat the word, looking at it very carefully so as to take a correct mental picture of it. This being done, erase the word. Ask pupils to reproduce it on their slates. By careful examination of the work, the teacher will soon see those who have been able to retain the correct **form** of the word taught.

CHAPTER III.

Monosyllabic Words.

The following groups (1-16) comprise those words in which the **same** sound might be represented by **two** *different* letters, *e.g.*—**g** soft, and **j**.
c hard, and **k**.
c soft, and **s**.

The children must be taught these in such a way as to *use* the proper representation of the sound.

1.	2.	3.	4
age,	bake,	ace,	ice,
cage,	cake,	face,	dice,
	lake,		
page,	make,	lace	mice,
rage,	rake,	mace,	nice,
sage,	sake,	pace,	rice,
wage,	take,	race,	vice,
stage,	wake,	trace,	twice,
		place,	trice,
		grace,	thrice,
			price.

5. *ck final.*	6.	7.	8.	9.
back,	beck,	Dick,	dock,	duck,
hack,	deck,	lick,	lock,	cluck,
lack,	neck,	pick,	mock,	luck,
pack,	peck,	sick,	rock,	truck,
rack,	fleck,	tick,	sock,	stuck,
sack,		wick,	stock,	tuck,
tack,		stick,	block,	pluck,
track,		trick,	frock,	
black,				
quack.				

10.	11.	12.
like,	coke,	huge,
strike	poke,	
	woke,	
	yoke,	
	choke,	
	smoke,	
	broke.	

13.	14.
change,	tinge,
range,	singe,
strange,	hinge,
	twinge.

15.	16.	17.	18.
edge,	ridge,	alms,	half,
hedge,	bridge,	calm,	calf,
ledge,		palm,	
sedge,		psalm,	
wedge,			
dredge.			

19.	20.	21.	22.	23.
all,	ell,	ill,	doll, { o = short	dull,
ball,	bell,	bill,	poll, { sound,	mull,
call,	dell,	fill,	moll,	cull,
fall,	fell,	gill,		gull,
hall,	Nell,	hill,	roll, { o = long	hull,
tall,	sell,	mill,	toll, { sound,	lull,
wall,	tell,	pill,		bull,
small,	well,	sill,		full,
stall,	yell,	till,		pull,
		will.		

24.	25.	26.	27.	28.
bass,	less,	hiss,	co-boss,	fuss,
lass,	chess,	kiss,	toss,	muss,
mass	dress,	miss,	loss,	
pass,	press,	bliss,	moss,	
class,	cress,		floss,	
			cross.	
29.	30.	31.	32.	33.
staff,	Jeff,	cliff,	off,	buff,
chaff,		stiff,	doff,	muff,
quaff,			scoff,	puff,
				cuff.

The groups of words from (19 to 33) show the final consonant doubled. Exceptions such as gas, if, yes, etc., should be dealt with specially.

Every primary teacher knows that constant drill is required to enable pupils to spell these words correctly, and as this drill is an absolute necessity, it should be conducted in such a way as to prove entertaining to little ones. Every teacher should have certain little devices to make the spelling lesson a **pleasure**, not a toilsome task.

1. Let the children draw a row of houses on their slates, in which are written all the words belonging to a certain group.

When the words of *all* the groups have been taught, tell the children we are going to have a new kind of spelling lesson, called a rhyming lesson. Let the teacher write a **type** word from each group. Ask pupils to write as many words as they can think of, rhyming with the *type* word (being careful to tell them that the *rhyming* **part** must be represented by the same letters as the *type* word).

Then allow the child who has the greatest number of correctly spelled words to copy his lists on the board. This will be an honor to which all may aspire, and the exercise will be interesting to both teacher and pupils.

Review Exercises.

Dictation.

1. *Dick*, what is the *price* of that?
2. Jack, come *back* on *deck*.
3. You tore the *lace* on your hat.
4. I am not going any *place*.
5. *Mice* will play in that *sack*.
6. Let us run a *race*.
7. My dog can do many *tricks*.
8. *Wake* up, Kate, and *bake* a *cake*.
9. There was a man in the *stage*, who had a *cage*.
10. Papa says "*grace*" at table.
11. He said some one was there *twice*.
12. What *page* did you see?
13. The *black sack* was put in the *hack*.
14. Do it for my *sake*.
15. Tim pats his dog on the *neck*.
16. What a fat *duck!*
17. "*Cluck! Cluck!*" said the hen.
18. *Rice cake* is *nice*.
19. There was a big *rock* at the *dock*.
20. Here are the *blocks*.
21. Do you like a *black frock?*
22. They were going to get a *peck* of plums.
23. "*Change* the *hinge*," the strange man said.
24. That is a grand *range* of *hills*.
25. The *smoke* from the *coke* kept me *awake*.
26. At the *edge* of the *hedge* were some nice lumps of *moss*.
27. That *lass* with the red *dress* is fond of *chess*.
28. Tom can say "*Co-boss! Co-boss!*"
29. Pass the *cress* to *Miss Moss*.
30. He had a *staff* to get to the *cliff*.
31. Jeff is *stiff*.
32. *Doff* your hat at once.
33. My *muff* is *edged* with floss.
34. *Try* not to make such a *fuss*.
35. He lit the *gas*.

36. *If* you are *cross*, *Poll*, *Moll* will not go.
37. *Across* that *bridge* there is a *huge rock*.
38. What a nice *tinge* she has in her cheek.
39. *Strike*, boys, *strike*, while the iron is hot.
40. Why does the *calf* go there?
41. They gave *alms* to the sick man.
42. Give *half* to me.
43. That *palm* came when they were singing the *psalm*.
44. How *calm* she was in the storm!

CHAPTER IV.

The **next** step is to teach the spelling of words which have a similarity of *ending*, both as to *sound* and *form*, and yet where there is more than **one** letter which requires **special** notice. For convenience we divide these into **families,** *e.g.:*

1.—"**alk**"

talk,
walk,
chalk,
stalk.

2.—"**ould**".

could,
would,
should.

3.—"**ove**".

dove,
love,
glove,
above,
shove.

4.—"**ight**".

light,
might,
night,
right,
sight,
tight,
delight,
bright.

5.—"**ough**".

a. rough, tough, enough, } gh = f, o silent,
b. cough, trough, } gh = f, u silent.
c. dough, though, thorough, } gh and u silent, o = ō.

6.—"**augh**".

caught,
taught,
naughty,
daughter.

d { through, } gh silent, u silent, o—oo.

e { plough, slough,, } gh silent.

7.—"ought".

ought,
bought,
sought,
nought,
thought,
brought.

8.—"ead".

head,
dead,
lead,
bread,
thread,
spread,
meadow,
ready,
steady.

Review Exercises.

1. We went *through* the woods for a walk.
2. Her *daughter* is *taught* singing.
3. *Chalk* is white.
4. That is a very *rough* road.
5. What *tough* meat this is!
6. That *naughty* boy was *caught*.
7. The *dough* is stiff.
8. I like to *talk* and to *walk*.
9. What a green *stalk* that plant has!
10. The day we went to the *meadow* Tom got a bad *cough*.
11. They *love* to be *thorough*.
12. *Though* Mary is sick, she is happy.
13. It was a *delight* to see such a *sight*.
14. You are *right*.
15. My *glove* is lost.
16. That will be *enough*.
17. If you *would* not mind, I *should* like to do it.
18. *Could* you help us light the *gas?*

CHAPTER V.

In the last chapter were given *families* of words in which the **final** sounds, and the letters representing these sounds, were similar.

The following lists of words will show families in which the **initial** sounds are the same, and the letters representing these sounds also similar.

1. "**wa**".

was,
warm,
war,
wall,
walk,
wart,
ward,
warn,
warp.

wash,
water,
watch,
waltz,
walnut,

2. "**wo**".

word,
work,
worm,
world,
worst,
worth,
worry.

3. "**ear**".

earn,
earl,
early,
earth,
earnest.

l*earn*,
p*earl*,
h*eard*,

4. "**kn**".—("k" silent before "n").
know,
knee,
knew,
knot,
knack,
knock,
kneel,
knife,
knob,
knit,
knave,
knead,
knap-sack,
knuckle.

5. "**gn**".—("g" silent before "n").
gnash,
gnarl,
gnat,
gnaw,
sign,
design,
countersign.

N.B.—In this family the final letter, "b", is silent.

6. "**mb**".—("b" silent).
comb,
lamb,
dumb,
thumb,
climb.

Review Exercises.

1. I like to *wash* in *warm water.*
2. He was to give him a *watch.*
3. Hard *work* is better than *worry.*

4. I *heard* that it *was* not *worth* it.
5. *Early* to bed and *early* to rise.
6. The *early* bird gets the *worm.*
7. She *knew* I had a *knife.*
8. My *comb* is *black.*
9. Little *lamb,* who made thee ?
10. She will *knead* the dough well.
11. We *learn* some lesson every day.
12. My ring has several *pearls.*
13. Tom has a sore *knee,* he can not *kneel.*
14. I *want* to *know* the *sign.*
15. This *earth* is round in shape.
16. Do you *know* how to knit ?
17. What made your *knuckle* sore ?
18. "Rat, rat, *gnaw* rope."
19. *Knock* so that you can be *heard.*

Having **taught** the *spelling* of the words in the different families, and called attention to their peculiarities. (in fact, the children should be able to tell what part of the word needs special observation), the next step is to impress it. This may be done in various ways.

1. Let children write all the words they remember, belonging to a certain family.
2. Let them write short stories containing as many of the words as possible.
3. Teacher writes a story on the board, covers it with the curtain. In this story blanks ( ) are left. The children are required to insert the proper words in these spaces—words, of course, to be taken from the family just taught.

CHAPTER VI.

In list I. the stem words undergo no change, when the special ending *ing* is added :

look,	looking,
catch,	catching,
scratch,	scratching,
creep,	creeping,
sleep,	sleeping,
sweep,	sweeping,
roll,	rolling,
stroll,	strolling,
cry,	crying,
fly,	flying,
dry,	drying,
try,	trying,
grow,	growing,
blow,	blowing.

In list II. the stem words drop the final *e* before adding *ing* :

give,	giving,
live,	living,
bake,	baking,
make,	making,
joke,	joking,
smoke,	smoking,
choke,	choking,
shine,	shining,
smile,	smiling,
come,	coming,
hope,	hoping,

mope,	moping,
wave,	waving,
weave,	weaving,
leave,	leaving,
breathe,	breathing,
hide,	hiding,
ride,	riding,
slide,	sliding,
glide,	gliding,
love,	loving,
write,	writing,
race,	racing,
rage,	raging.

In list III. the stem words double the final consonant before adding *ing* :

hop,	hopping,
stop,	stopping,
get,	getting,
cut,	cutting,
tap,	tapping,
flap,	flapping,
swim,	swimming,
hum,	humming,
sit,	sitting,
hit,	hitting,
dig,	digging,
skip,	skipping,
run,	running.

A Review Exercise.

1. He is *smoking* after *running.*
2. She is *joking* about your *breathing.*
3. Are you *coming* in *swimming?*
4. We are *leaving* our *sweeping* until the *baking* is done.
5. *Loving* Nell is *writing* a letter.
6. *Hopping, sliding* and *racing* are good games.

CHAPTER VII.

Seat Work in Spelling.

Question Words and Answers.

1. *Whose?* mine, yours, ours, his, hers, theirs.
2. *When?* now, then.
3. *Where?* here, there.
4. *Why?* because, although.
5. *Which?* this, that, these, those.
6. *What?*

The next step in the teaching of formal spelling to little children is to show the changes some words undergo by the addition of certain terminations. Take, for example, the endings "d" and "ed".

List I.

Words ending in silent "e", which only need the affixing of the letter "d" to express change of form:

care,	cared,
fare,	fared,
like,	liked,
breathe,	breathed,
live,	lived,
love,	loved,
move,	moved,
chase,	chased,
mope,	moped,
smile,	smiled,
smoke,	smoked,
hope,	hoped, etc

List II.

Words which need the addition of "ed" to express change of form :

play,	played,
call,	called,
burn,	burned,
turn,	turned,
plant,	planted,
enjoy,	enjoyed,
employ,	employed,
return,	returned,
want,	wanted.

N.B.—Call attention to the fact that the "e" of the termination "ed" is silent when added to some words, as

play, played.

List III.

Words which need the addition of "*ed*" where the sound of the final consonant would convey the idea that "t" should be used :

pick,	pick*ed*,
pitch,	pitch*ed*,
look,	look*ed*,
work,	work*ed*,
leap,	leap*ed*,
wash,	wash*ed*,
talk,	talk*ed*,
walk,	walk*ed*, etc.

List IV.

Words which double the final consonant when the termination "ed" is affixed :

drag,	dragged,
drop,	dropped,

tap,	tapped,
tip,	tipped,
hop,	hopped,
chop,	chopped,
plan,	planned,
skip,	skipped,
scrub,	scrubbed,
rub,	rubbed.

N.B.—These words (List 4) also double the final consonant when the termination "ing" is affixed.

A Review Exercise.

1. We *looked* at the birds as they *hopped* along the ground.
2. The fire *burned* brightly when they *washed*.
3. The children *picked* the flowers and then *walked* home.
4. They *leaped* for joy when the picnic was *planned*.
5. She *cried* bitterly, but soon *stopped* and *dried* her tears.
6. That engine *supplied* power to the machine.
7. While Tom *chopped* the wood, Mary *scrubbed* the floor.
8. He *rubbed* the coin until it shone.
9. Jim says, when he *tapped* at the window he *dropped* his purse.
10. Mary *skipped* too much last summer.

CHAPTER VIII.

Stems and Special Endings.

(a)	make,	makes,	making,
	take,	takes,	taking,
	shake,	shakes,	shaking,
	like,	likes,	liking,
	strike,	strikes,	striking.
(b)	cry,	crying,	cried,
	try,	trying,	tried,
	dry,	drying,	dried,
	supply,	supplying,	supplied,
	apply,	applying,	applied.
(c)	grow,	grows,	
	growing,	grown,	
	blow,	blows,	
	blowing,	blown,	
	throw,	throws,	
	throwing,	thrown,	
	show,	shows,	
	showing,	shown,	
	know,	knows,	
	knowing,	known.	

Stems with all Possible Changes.

(a)	cover,	covers,
	covered,	covering,
	discover,	discovers,
	discovered,	discovering.
(b)	turn,	turns,
	turned,	turning,

return, returns.
returned, returning.

(c) work, works,
worked, working,
worker, workers,
workman, workmen.

A Review Exercise.

(a) The *workers* in the field have *returned* home.

(b) He has *discovered* how little he *knows* about *throwing* a ball.

(c) The wind is *shaking* the trees.

(d) It has *blown* hard.

(e) The clock is *striking* four.

CHAPTER IX.

Words Ending in "le".

1. able,
2. table,
3. ankle,
4. apple,
5. battle,
6. bustle,
7. bottle,
8. bubble,
9. buckle,
10. bundle,
11. brittle,
12. cattle,
24. kindle,
25. knuckle,
26. little,
27. meddle,
28. middle,
29. nibble,
30. pebble,
31. puzzle,
32. people,
33. rattle,
34. ripple,
35. simple,

13. couple,
14. circle,
15. castle,
16. double,
17. fickle,
18. freckle,
19. gentle,
20. goggle,
21. handle,
22. idle,
23. jungle,
36. saddle,
37. sparkle,
38. stumble,
39. tangle,
40. trouble,
41. twinkle,
42. tremble,
43. thistle,
44. uncle,
45. warble.

CHAPTER X.

Words Having Silent Letters.

1. climb,
2. lamb,
3. often,
4. listen,
5. fasten,
6. herb,
7. honor,
8. honest,
9. hour,
10. humor,
11. solemn,
12. autumn,
13. scratch,
14. stretch,
15. watch,
16. know,
17. knew,
18. knee,
19. knock,
20. kneel,
21. knife,
22. gnaws,
23. gnash,
24. gnarl.
25. sign,
26. ensign,
27. countersign,
28. wrath,
29. wrong,
30. write,
31. wreath,

CHAPTER XI.

Words in which the Sound of Short "e" is Represented by "ea".

bread,	heavy	pleasure,
breadth,	instead,	pleasant,
breast,	spread,	peasant,
dread,	meant,	threat,
cleanse,	ready,	threaten,
dead,	leather,	thread,
death,	feather,	weather,
health,	meadow,	wealth.

CHAPTER XII.

Words in which the Sound of Short "u" is Represented by the Letter "o".

another,	comfort,	wondered,
other,	honey,	nothing.
brother,	mother,	
come,	love,	
become,	lovely,	
coming,	loving,	
cover,	lesson,	
covered,	wonder,	

CHAPTER XIII.

Words Ending in "el".

1. angel,	11. gravel,	21. ravel,
2. bushel,	12. hovel,	22. revel,
3. barrel,	13. kennel,	23. shovel,
4. camel,	14. level,	24. satchel,
5. chapel,	15. marvel,	25. travel,
6. cruel,	16. model,	26. trowel,
7. enamel,	17. morsel,	27. tunnel,
8. funnel,	18. novel,	28. tassel,
9. flannel,	19. parcel,	29. tinsel,
10. gospel,	20. quarrel,	30. trammel.

CHAPTER XIV.

Seat Work in Spelling.

1. Ask pupils to select words (from a certain lesson assigned) in which there are silent letters.
2. Have them arrange words in columns, putting in the *first* all monosyllables, in the *second* all the dissyllables, etc.
3. Assign such combinations as "kn", "wr", etc., where the first letter is silent. Ask the children to write as many words as they remember beginning with these combinations, *e.g.*:

know, write,

knew, wrote,
knee, written,
knife, etc. wrap,
wrist, etc.

4. Write sentences, using the above.
5. Write a story, using as many words containing "ch" as possible.
6. Ask them to write short sentences showing the proper use of words which are alike in sound but different in spelling and meaning, as, their, there ; so, sew, sow ; to, two, too.
7. Form an entirely new word from each of the following :

file,
saw,
same,
cast,
sail,
lain.

8. Distribute cards on which are written words pertaining, for instance, to the different parts of the body, *e.g.*:

head, tongue,
neck, stomach,
shoulders, legs,
arms, feet,
chest, etc.

Let them read these silently : copy them on their slates, thus impressing their form.

They may then be read aloud.

Ask them to write in one column those words which are distinctly phonetic ; in another, those which need special attention, as *tongue*, *stomach*, etc.

9. Same as above, only with the names of fruits. Treat these in the same way.

CHAPTER XV.

Words having the sounds **ang, ing, ong,** and **ung,** in which the sound of **g** is doubled.

ang.	**ing.**
anger,	finger,
angry,	linger,
angle,	single,
tangle,	jingle,
jangle,	mingle.
mangle,	
language,	
languish.	
ong.	**ung.**
longer,	hunger,
longest,	hungry,
congress,	jungle,
stronger,	younger,
strongest.	youngest.

CHAPTER XVI.

Time Words.

1. day,	16. noon,	31. May.
2. to-day,	17. forenoon,	32. June,
3. yesterday,	18. afternoon,	33. July,
4. holiday,	19. morning,	34. August,

5. birthday,
6. Sunday,
7. Monday,
8. Tuesday,
9. Wednesday,
10. Thursday,
11. Friday,
12. Saturday,
13. night,
14. to-night,
15. midnight,
20. evening,
21. to-morrow,
22. second,
23. minute,
24. hour,
25. week,
26. month,
27. January,
28. February,
29. March,
30. April,
35. September,
36. October,
37. November,
38. December,
39. year,
40. o'clock,
41. half-past,
42. quarter,
43. decade,
44. score,
45. century.

CHAPTER XVII.

Words in which "ei" has the sound of ē.

1. either,
2. neither,
3. ceil,
4. ceiling,
5. deceit,
6. deceive,
7. deceived,
8. conceit,
9. conceive,
10. receipt,
11. receive,
12. received,
13. leisure,
14. perceive,
15. seize,
16. seizes,
17. seized.

CHAPTER XVIII.

Spring.

1. rain, rains, raining, rainbow.
2. dig, digging, plant, planting, planted.
3. seeds, sow, sowing, sowed.
4. grow, growing, growth.
5. sprout, peeping, leaves.
6. showers, showery.
7. longer daylight.
8. mud, muddy.
9. streams, floods.
10. March, April, May.

CHAPTER XIX.

Summer.

1. sun, sunrise, sunshine, sunset.
2. sky, skies, breeze, breezes.
3. temperature, heat, thermometer.
4. perspiration, sailing, rowing, swimming.
5. fishing, pic-nic, bathing.
6. flowers, roses, geraniums, pansy.
7. woods, trees, brooks, birds, nature.
8. holidays, country.
9. June, July, August.

CHAPTER XX.

Autumn.

1. fruit, apples, pears, peaches, cherries, plums, grapes.
2. blow, blows, blowing, gale.
3. leaves, chestnuts, oaks, maples.
4. wind, windy.
5. weather, harvest, ripening, ripened.
6. grain, wheat, oats, barley.
7. autumn, whirl, shake, branches.
8. September, October, November.

CHAPTER XXI.

Winter.

1. cold, colder, coldest, cold-wave.
2. freeze, freezing, froze, frozen, frosty, Jack Frost.
3. ice, icy, icicles.
4. skate, skating.
5. slide, sliding.
6. snow, snows, snowing, snowflakes.
7. drifts, drifting.
8. sleigh, sleighing.
9. coasting, tobogganing.
10. slippery, blizzard.
11. shovel, snow-plow.
12. thaw, thawing.
13. December, January, February.

CHAPTER XXII.

Games in Spelling.

1. Ask the children to *cut* out, of brown paper, the shapes of different objects, *e.g.*, a *barrel*, a *basket*, a *box*, etc. Have them write on these the names of certain fruits and vegetables sold in this way; *e.g.*, on the barrel should be written—apples, potatoes, etc.—in the basket, peaches, berries, etc.

2. With words denoting **place**, the following game is suggested. Have a child take an object, as a *ball*, hold it in different positions over the table, the children at seats writing the word suggested by the *position* of the object.

   above,
   below,
   touching,
   right side,
   left side,
   under,
   up,
   down, etc.

3. Hold up objects of different **colors**—let children first write the name of the color on the blackboard, (this is necessary if children have not had a *special* lesson previously on "*color*" words). Then erase the words, hold up the *colored* object, ask them to write the *name* of the color as each is presented.

CHAPTER XXIII.

Combinations ance, ence, ince.

The following words contain the combinations *ance*, *ence* and *ince*. Of course, *c* has the sound of *s*, and *e* is silent.

ance.

1. dance,
2. lance,
3. prance,
4. trance,
5. chance,
6. distance,
7. disturbance,
8. ignorance,
9. petulance,
10. appearance,
11. assistance,
12. vengeance,
13. resistance,
14. resemblance,
15. repentance.

ence.

1. fence,
2. hence,
3. pence,
4. whence,
5. absence,
6. presence,
7. licence,

8. existence,
9. consequence,
10. circumference,
11. eloquence,
12. violence,
13. indolence,
14. difference,
15. correspondence.

ince.

1. since,
2. quince,
3. prince.

A Review Exercise.

1. Give him another *chance*.
2. The crowd made a *disturbance*.
3. The *resemblance* was very slight.
4. What is the *circumference* of the earth ?
5. Do you like *quince ?*
6. " I live for those who love me,
   For those who know me true ;
   For the heaven that smiles above me,
   And awaits my spirit, too ;
   For the cause that lacks *assistance*,
   For the wrongs that need *resistance*,
   For the future in the *distance*,
   And the good that I can do."

CHAPTER XXIV.

In the preceding chapters lessons teaching certain *principles* in spelling have been given ; applying these principles will lessen many of the difficulties of teaching formal spelling. The next step is to select words which are irregular, and to the spelling of which none of the aforesaid principles apply.

1.

woman, women.
busy, busily,
business,
beautiful,
practice,
succeed, success,
wonder, wondrous,
shoes,
niece, pieces, ceiling,
sugar,
surely,
machine,
soup, group,
suit, suited, suitable,
money,
honey,
none,
pleasure, measure,
treasure,
soldier,
policeman,
bouquet,
ocean,
dozen,
although,
through.

CHAPTER XXV.

Game.

In the previous chapter a list of "irregular" words was given, and it was stated that repetition was absolutely necessary in order to impress these words so that the child can readily and accurately reproduce them. Let the "*drill*" exercise on these words take the form of a *game.*

Up near the top of the blackboard draw a house in bright coloring, making it as attractive as possible. Call it the "*House Beautiful*," or by any other fanciful name the children may suggest. The house is approached by a number of steps, on each of which should be written in bright yellow chalk one of these irregular words mentioned in the preceding chapter. Give a certain time to the children to take a good clear picture of each word, then cover them with a curtain, ask the children to draw the house, writing on each step any word they remember. Every child is eager to climb the steps that lead to "House Beautiful," and very proud and happy are they who ascend the "Hill of Difficulty" without tripping. Those who succeed have the honor of writing their names in the "*house*" This sort of device takes away that dry routine work in spelling which tends to kill all interest, and makes the subject a drudgery to teacher and pupil.

Let these words be written on the blackboard, and their peculiarities noted. Ask the children to pronounce them just as they stand. Call on several children to mark with red (danger signal) chalk the "dangerous" or "slippery" parts of the word. Let the other children note these parts, then erase the words and dictate them. In this way, by constant practice in *seeing* and *repetition,* pupils will gain clear and correct mental pictures of the words, and to bring pupils to this stage is our aim in spelling.

Since repetition is absolutely necessary to revive the impressions of these word forms and to make them lasting, the teacher should use different devices from time to time to aid in the process. The pleasure and profit derived from a spelling lesson so presented will amply repay for any extra trouble.

CHAPTER XXVI.

Thanksgiving.

Association of Ideas to Form a Vocabulary.

1. farmer, harvest, autumn, month, November, Thursday.
2. fruits, vegetables.
3. grandmother, grandmother's house.
4. apples, potatoes, cranberry sauce.
5. turkey, pudding, pumpkin pie.
6. church, prayer, praise and thanksgiving.
7. plenty, plentiful.

A Review Exercise.

1. To-morrow will be *Thanksgiving* Day.
2. Hurrah ! for *grandmother's pumpkin pies.*
3. The farmer is happy now, his *fruits* and *vegetables* are gathered in.
4. I smell the roast *turkey.*
5. We will bring dear grandmamma a bunch of *chrysanthemums.*
6. "For everything His *goodness* sends
   We *thank* the *Heavenly Father.*"
7. *Thanksgiving* is good, but *thanksliving* is better.

Spelling "Game".

For a *game* in spelling to be used a day or two before Thanksgiving, draw a house on the board ; call it grandmother's ; in the house write words appropriate to the approaching festival, *e.g.*:

holiday, grandmother's house,
harvest, turkey,
plentiful, pudding,
dinner, etc.

Ask questions which require for answers the above words, *e.g.*:

Whose house? *Grandmother's house.*

What month is this? *November.*

Why do we have one *special* day for thanksgiving? To thank God for the *plentiful harvest.*

Let the children write the answers on their slates This will be an interesting way to teach the spelling of these words.

For seat work, ask the children to **draw** the house, or **cut** one out of *white* or *brown* paper, writing neatly the words already learned in the game.

CHAPTER XXVII.

Christmas "Game".

Draw a Christmas tree, and on each branch write some word appropriate to the season :

Christmas,
Christ's birthday,
December,
holidays,
Santa Claus,

presents,
beautiful,
dolls,
toys,
sleigh,
skates,
snow, freeze, frozen,
candies,
oranges,
parents,
brothers,
sister,
baby,
friends.

Let the children draw the tree, reproduce the words.

CHAPTER XXVIII.

Creative Self-Activity.

As an example of *creative self-activity* on the part of the pupils, the following exercise will be found valuable, not only in primary and intermediate grades, but also in advanced classes.

The teacher assigns a certain lesson or selection, in the Reader it may be, or in the History, or in the Geography. Pupils are required to make a list of all the words which they consider difficult. In these words they are to mark the silent letters, the phonic combinations, and the letters which represent a different sound from the usual sound given by said letters.

It will readily be seen that this exercise, in which every pupil decides for himself the words chosen, trains eye and ear, and develops comparison judgment, memory, analysis and synthesis ; or, in shorter form, that highest of all effort—Creative Self-Activity.

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